BASIC ENGLISH LESSON SCRIPTS

BOOK TWO

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(Indian Army Edition)

by

ADOLPH MYERS

Director of the Orthological Institute (India), Author of "Basic and the Teaching of English in India," "New Guide to Good English," "Say it in Basic," etc.

BOOK TWO

(For Second Class English Certificate)

BASIC

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A MASS-PRODUCTION TECHNIQUE OF ENGLISH-TEACHING

This is the second of four books prepared for the teaching of English as a foreign language, up to the 2,000-word level, on Basic, 'mass-production' lines. *Book One* teaches 275 Basic words and about half the grammar of Basic English. This book teaches another 325 words and the other half of the grammar. *Book Three* completes the learner's knowledge of Basic English and gives further practice in the use of the 850 words, the 250 idioms and the grammatical constructions. *Book Four*, using Basic as a foundation and as a key, takes the learner on, if he wants to go on, to Wider English.

A War-Born Technique

In the introduction to *Book One* it was explained how the war had served as a catalytic agent to bring this new mass-production technique of English-teaching into being. The origins and nature of the technique must be briefly recapitulated here, for the sake of those who have not seen *Book One* before its application to the more advanced material of *Book Two* can be intelligently discussed.

Demand for Linguists

Total warfare, waged on a world scale, made it necessary to teach more people more foreign languages more quickly and efficiently than ever before in the world's history. There is probably hardly a language—from Swahili to Japanese—which someone or other did not have to learn, in a hurry, for reconnaissance, intelligence or liaison work. Italian had to be taught, German had to be taught, Russian had to be taught. And English had also to be taught, principally to members of the Allied forces in Britain and to prisoners-of-war everywhere. But whatever the language, speed was essential.

Old Teaching Methods Useless

It was found very early on in the war that for the rapid production of linguists the traditional school class-room language-teaching methods were about as useless as traditional ship-building methods were for the rapid production of ships.

They were useless for two reasons. On the one hand there were not nearly enough professional instructors, just as there were not nearly enough professional ship-builders. On the other hand it was clear that 'reading - translation - grammar - dictionary' methods, apart from being too slow and ponderous, could produce only readers of classical literature, while what Governments and Armies needed were fluent speakers of the spoken language.

With this came the realisation that ability to speak a language, whether it's your own or someone else's, is not a 'knowledge'; it is a skill—like welding, skating or diving. You learn to weld by welding; you learn to skate by skating; you learn to dive by diving; and you learn to speak by speaking. There is no other way. Thus a foreign language, it was seen, is not a 'subject' like other class-room subjects. It cannot be 'taught'; it must be learnt—by practice. It is an individual thing. One talks quite naturally of *practising one's French*; one does not *practise one's history*, or geography or literature. Language-*teaching*, language-*teachers*, are in fact misnomers. If the terms are used here it is only for want of better ones.

Linguistic Brick-Laying

And here lay the first difficulty. Your learners can learn to speak only by speaking, by practising speech? Granted! The language lesson has to be a conversation lesson? Agreed! There must be a continuous flow of question and answer between teacher and learner, between learner and learner? Of course! But what are we to speak about, with a limited vocabulary of five words, ten words, fifty words, even five hundred words? What sort of conversation can we have, lasting say 45 minutes, when every other word is 'missing'? How can questions be framed, and answers given, when the necessary constructions are still lacking? Command of a language has to be built up, word by word, as a wall is built up brick by brick. Unless every brick is cemented securely into its place the whole edifice will sooner or later come tumbling down.

Requires Rigid Control

A language-lesson conversation, that is to say, cannot be a free-and-easy chat as between speakers of the same language. It must be rigidly controlled and guided. It must introduce only one or two new words or constructions at a time, so that the learner is never swamped. Adequate repetition of and practice with the new elements must be ensured, in 'settings' which use only a previously learnt, known-to-be-known vocabulary. The previously learnt vocabulary must itself be continuously reviewed and revised. The instructor must efface himself to the greatest extent possible, so that each learner gets the maximum amount of speaking (question-and-answer) practice within the limited time available. And all this is not easy to arrange.

'Controllers' in Short Supply

The fact is that an oral course, which is the only sort of course capable of producing interpreters and intelligence officers, normally requires a much higher degree of knowledge, training, experience, skill, inventive ability and energy on the part of the instructor than the traditional construing type of lesson. Even in normal times instructors with all the knowledge and ability required to control a language lesson were few and far between. Where were the greatly increased number of 'controllers' required for abnormal war purposes to be found? The answer is, of course, that they could *not* be found.

Fool-Proof Manuals

The need had to be met by having the lessons 'made-up' in advance, by experts, in a book-form so comprehensive, so 'fool-proof', that the controls could be handled by semi-trained, semi-skilled instructors with no other qualifications than a good memory, a clear voice, a quick intelligence, a pleasant personality and some knowledge of the language to be taught. In other words the solution of the problem was to provide the teacher with 'Lesson Scripts'—training manuals containing practically every word of every conversation of every lesson required for a complete and systematic speaking Course.

Bulk and Detail

Hence the bulk and detail of these books. The great merit of this fullness of detail, as has been explained in the introduction to *Book One* is that it makes possible what was there termed the snowball technique of delegated instruction. With the Lesson Scripts in hand the best learners in any class, at any stage of the Course, may be used as teachers. And an example was given to show how one British officer, using the Scripts, was able to 'mass-produce' 600 Italian prisoner-of-war interpreters, through the medium of 30 learner-teachers.

Such were the developments which brought the Scripts into being. Having summarised them, we are now in a position to analyse the Script technique itself, and to examine the modifications required in its application to the second stage—*Book Two*

The Grafting Process

The 'grafting' of a new word or construction on to a growing vocabulary must, for psychological reasons, follow a certain procedure. The procedure, as worked out for *Book One*, consisted of five stages, as follows :

First Stage : Demonstration

The teacher first demonstrates the meaning and use of the new word by associating it with an object, real or pictured, or by acting. In the course of the demonstration the teacher repeats the word as frequently as possible in different contexts, partly to make its meaning still clearer, partly to fix it in the learners' minds. All the other words used in the demonstration have of course been previously taught and are therefore familiar to the class.

Second Stage : Check

The object of the demonstration is to associate an object or idea directly with the English word or words that describe or express it. Whenever there is a possibility that the association may not be clear the understanding of the class is checked by a reference to the vernacular, and if necessary an explanation is added.

Third Stage : Repetition

In this stage the learners are called upon only to imitate what the teacher does and says. The repetitions are purely mechanical 'echo' exercises, demanding no effort or skill on the part of the learner other than that required for imitation. This is the first part of the *fixation* stage, in which the sound and meaning of the item are fixed by repetition, always in association with the concrete object or the action upon which the demonstration was based.

Fourth Stage : Practice

In this stage the learners have to 'do and say' or answer questions without help from the teacher.

The technique of the practice drill varies according to the material to be taught, but the fundamental idea is the same throughout—the use of sentences containing 'variables', *i.e.*, words which can be changed by the learners without altering the structural patterns of the sentences in which they occur.

Fifth Stage : Model Talking

The ultimate object of any lesson is to get the learners to talk as naturally, as freely and as fluently as possible, using the new item or items which have been taught. The model-talking stage is thus the stage of application, in which the knowledge which has been acquired from the demonstration and fixed by repetition and practice is applied to the actual business of speaking.

Modifications

In this book (*Book Two*) the form of the Check and Model Talks remains substantially unchanged. There are however considerable changes in the forms of the Demonstration and Repetition, and a minor change in the Practice Drills, and these require some discussion.

The New Demonstration

In *Book One* the demonstration takes either or both of two forms :

(a) Monologue. The teacher 'patters' to his class (as a 'magician' patters to an audience) while he handles the objects, or performs the acts, or illustrates the qualities the names of which he is

endeavouring to teach. The patter is of course all 'in the book'.

(b) Dialogue. The teacher has a conversation with an assistant, or with a previously rehearsed learner, in which the new words are used again and again in different 'concrete' situations which likewise involve the handling of objects or performing of acts. The class sit and 'listen-in'. The dialogues are also all 'in the book'.

Language Laboratory

These two forms of demonstration are without doubt the most natural, interesting and effective there could possibly be. It is above all the handling of objects, as they are talked about, which makes all the difference between a 'living' lesson and a 'dead' lesson. A language class-room should ideally be like a science laboratory, or even a museum, in which models of all the objects talked about, in every variety of shape, size and colour, should be stored on tiers of racks and shelves round the walls, immediately accessible when needed. Text-book publishers should make it their job to assemble, in sets, the models required (much cheaper if purchased wholesale or 'made to order') and supply them, at a reasonable price, to schools and all language-teaching institutions.

Still a Dream

Unfortunately language-teaching has not yet been organised so thoroughly. Language laboratories are still castles in the air. Very few of the required objects and models are normally available to the teacher, specially if he is working in an outlying place where there are no toy-shops, or materials for home manufacture. It is not easy to obtain all the very common objects required for *Book One*. But it is still more difficult to obtain the rather more elaborate and complicated models required for exposition of the vocabulary of *Book Two*. You can hold up a pin and say *pin*; you cannot hold up a woman (if an actual woman or model is not available) and say *woman*. You can walk to the door and back and say *I go to . . . I come from . . .*; you cannot thus easily demonstrate the dual sense of *may*. You can bring out the difference between a *narrow* door and a *wide* one; it is not so easy to make clear the distinction between an *early* start and a *late* start.

Are we then, when any particular model is not available, to drop the patter and revert to vocabulary-lists and translation? The answer is: Certainly not. We fall back on the next best thing—our old friend the picture, but now dressed in a new garb—the filmstrip.

The Filmstrip

Anyone who knows anything about the enormous part played by the filmstrip in the wartime technical training of emergency factory operatives will not be surprised to learn that there has been a similar development in the training of emergency linguists.

The idea is obvious. It is obvious that, if you are instructing a technical class in the handling of a machine, instruction will be aided by having not one but many pictures (charts, sketches, diagrams, etc.) of the machine displayed before the class. It is equally obvious that if, in a language class, you are trying to teach the difference between *narrow* and *wide*, then a series of pictures (wide and narrow doors, windows, tables, roads, pipes, drains, etc.) will be a godsend.

A New Visual Aid

The advantages of the new visual aids to education or training are too well known to need exposition here. In America the use of projectors and filmstrips, as a substitute for or supplement to movies and talkies, is universal. Britain has 50,000 projectors of the jam-handy type in use. Conviction that visual education has come to stay must here be assumed. But it is interesting to note that the tremendous development of visual aids is itself a result of mass-production.

Result of Mass-Production

Formerly, if you wanted pictures, big pictures, which all the class could see, you had to have innumerable roller-charts like large-scale maps—bulky, expensive, difficult to store or handle. Or you had a cumbersome magic lantern of the old-fashioned type (non-portable, ineffective in half-light, far from trouble free) and glass-slides (heavy but fragile and having an irritating tendency to come out upside-down). Now you have the cheap, mass-produced, lightweight, portable, plug-in projector (eight inches by twelve, weight one pound) and filmstrips, each carrying fifty pictures, which will roll up and fit into your vest pocket.

Book 1 - Objects ; Book 2 - Pictures

So the first difference between the demonstration technique of *Book One* and *Book Two* boils down to this. In *Book One*, where the things, acts and qualities talked about are 'near and concrete,' the teacher relies mainly on actual objects and models, using the corresponding filmstrip as a supplementary aid to clarification of meaning and memorisation of use. In *Book Two* the relative importance of models and pictures is reversed. As the vocabulary develops from the 'near and concrete' to the 'remote and abstract' the teacher is forced to rely more and more on filmstrips as the main instrument of exposition, using models, wherever possible, as a supplementary aid to clarification and fixation.

Dialogue Dropped

Another outcome of the development from the 'near and concrete' vocabulary of *Book One* to the more 'remote and abstract' vocabulary of *Book Two* is that while, with the help of pictures, the teacher can continue to 'patter', he cannot continue, with the same ease, to converse with an assistant or a previously prepared learner. Dialogue becomes increasingly difficult to

construct and memorise, and therefore gives way mainly to monologue.

This is the reason why, at first glance, the lesson-texts of this book will appear more long-winded, 'slabby' and indigestible than those in *Book One*. How these are to be digested will be discussed later. For the moment let us turn to the change in the form of the repetition drill.

The New Repetition

Repetition in *Book One* is a purely mechanical 'echo' exercise, demanding no effort or skill on the learner's part other than that required for imitation. By the time we reach *Book Two*, however, the learner has become accustomed to all the main speech-sounds of English (the consonants and vowels) and there is no point in continuing a parrot-like repetition.

Instead we have the normal question-answer process. The questions and answers follow the demonstration sentence by sentence and therefore bring in the new words again and again. The answers frequently require nothing more than a change from the interrogative to the indicative form. The amount of effort demanded of the learner depends on the way in which the book is used. There are a number of alternative procedures, and the question of which to select will be discussed later. But whichever procedure is selected the question-answer process remains, in this book, a half-way stage between demonstration and practice, between hearing and speaking.

The New Practice

The only change in the practice drills is that they no longer give a complete pattern, consisting of both question and answer, or both statement and response. Instead only the question or statement is given, and the teacher is left to judge the correctness of the answer or statement-variation himself. The reason for this change is two-fold. On the one hand there is at this stage less scope for error in the framing of the answers or variations; on the other there is greater need for space-economy. The change undoubtedly makes the technique less 'fool-proof', but as the risk of unchecked error is less than in *Book One*, and space is tighter, the risk had to be taken.

Now that the changes in demonstration, repetition and practice have been briefly reviewed, we are in a position to examine the chief ones in greater detail and to see how they effect teaching procedure as a whole.

'Slabby' Demonstrations

It has already been shown why the substitution of pictures for models, and of monologue for dialogue, has made the demonstration texts of this book appear more long-winded, 'slabby' and indigestible than those of *Book One*. How is the average teacher likely to react to them? He will probably want to know three things:

1. Why does the text *have* to be so long-winded?
2. Why, if the book *has* to be so long, must every learner have a copy? Why should it not be used purely as a Teachers' Book?
3. Why, if every learner *must* have a copy, must the demonstrations be pattered? Why cannot they be merely read?

Why So Long?

The first question brings us back to a closer examination of the 'every-word-of-every-lesson' principle. It has already been noted that the chief difference between this book and the sort of book which the professional teacher has been accustomed to using is one of bulk, of quantity. On examination the Lesson Scripts will be found to have:

1. A much greater number of pictures, of a more varied, logically-connected and detailed type.
2. A much greater amount of text, which makes possible a much lower 'rate of ingress' of new words, which in its turn ensures much more repetition of new words in more varied contexts.

Rate of Ingress

Some idea of the difference, in these two respects, between the old and the new, may be gained from the reproduction opposite.

[34] is a step from *Basic Way to English Language Book 2 (Indian Edition)*, a Course which, like all 'normal' Courses, relies very heavily on the teacher for amplification of the material. This step introduces, for the first time, 10 completely new words (*change*, *day*, etc.) and two new combinations (*daylight*, *everything*). In this Step there is one illustration only (*i.e.*, a ratio of 1 picture per 10 new words) and a total of about 180 running words all told. The rate of ingress of new words, taking the completely new words only, is 10 new words per 180 running words, or 1 per 18 (approx.), or 55 per 1000. If the teacher amplifies the material by making up further examples, as he is expected to do, the rate of ingress will of course be much lower. If he cannot, or will not, the amplification must be done for him.

Ready-made Amplification

The amplification has in fact been done for him, and the results may be seen in Unit 137 (page 266) of this book. Reference to Unit 137 will show that one word only is selected for 'grafting'—the word *change*. There are six pictures to help illustrate its meaning (a ratio of 6 to 1, instead of 1 to 10) and about 750 running words (a ratio of 1.3 per 1000) to provide adequate repetition as a basis for the practice to follow. In Step 34 the word *change* is used exactly once. In Unit 137 it is used 14 times, in a variety of contexts, and it comes up again and again in the questions, practice drill and model talks.

34

change, day, early, first, last, late, mist, moon, night, star. (*daylight, everything*)



The **night** is the time when *everything* is dark. The **day** is the time when the sun is in the sky.

The circle which you see in the sky is the **moon.** At the left of the moon is a bright **star.** All the other points of light in the sky are stars.

When does the sun come up? The sun comes up in the **early** part of the day. *Which* is the part of the day when the sun goes down? The sun goes down in the **late** part of the day. The **last** light of the sun is sometimes red.

Who sees the *daylight* come? The person who gets up before the sun. If you are early enough you will see the **first** light of the day. You will see the **change** in the colour of the sky when the day comes.

In the early morning you see a **mist** like a curtain over the fields and trees. When the sun gets high it makes the mist go. *How does* it do this? Its warm rays make the air dry and clear.

Spacing Out

This is not a glorification of 'bulk' for its own sake. War or no war, it has long been recognised that successful teaching depends on easy learning, relies on the principle of one thing at a time. Easy learning, especially of a language, necessitates the spacing out of difficulties. The reading of a passage, or listening to a passage, in which *one word in every line* was new, and therefore a difficulty, would not be easy and would give no pleasure. For the average learner it would be a chore—tedious, tiring, interminable. It would kill all interest. It would spell failure from the start. *One new word per page*, on the other hand, the learner could easily take in his stride. Being 'on its own' it could be repeated a number of times, fitting naturally into the text. This repetition would ensure understanding of the meaning and retention in the memory.

The Cost Factor

One new word per page would be ideal; unfortunately, owing chiefly to considerations of cost, it must remain an ideal. Under normal (peace-time) conditions the cost of text-book printing worked out at about 4 annas for 10,000 running words, or 1 anna for 2,500. The cost of a book like this one, teaching 300 new words, with an ingress rate of *one new word per line*, would cost just over an anna (for printing only). The same book with an ingress rate of *one new word per page* would cost 90 times as much (Rs. 5-10), not reckoning the questions, drills and model talks.

Somewhere between the impossible learning-burden of *one new word per line*, and the prohibitive printing cost of *one new word per page*, a compromise has to be struck. The compromise struck in this book is (reckoning text only) *two new words per page*, an ingress rate of 2.5 words per thousand running words. There is no other Course now in use which even approaches this low figure. The average for text-books of a similar range and standard is 20-30 per 1000. It is fully realised that the rate in this book is too low, and the cost consequently too high, for the book to be used in schools in which learners are expected to buy their own books. It can be used only by authorities who supply or lend books to successive batches of students. But that is a matter which need not concern us here.

Why for the Learner?

The text must be long, and the book must therefore be expensive. But why should every learner be obliged to have a copy? Why not keep it as a book "For Teachers Only"? There are two reasons.

1. What Is Heard Must Be Read

The first is the principle of 'no hearing without reading'. That is, no word should be heard and used unless it is subsequently read and written. There are people who cannot 'see' a word, or hope to remember it, until they have seen it in print. Even if the object of a course were to produce 'speakers only' it would still be necessary, for the sake of individuals of this type, to include reading, and writing, as part of the learning process.

2. Private Study

The second principle is the principle of self-help, private study, home preparation. We come back to the inexorable fact that a language is not a subject which can be taught; it is a skill which must be learnt, acquired. We come back to the 'sine qua non' of all language-learning—speaking-practice. The great difficulty of language-instruction is to ensure adequate practice for every learner. Take a class of 30. A lesson lasts one hour. If in some way the teacher could be kept completely silent, and if all halts and interruptions

could be entirely eliminated, each individual would still have only two minutes talking-practice. He will hear others of course, but hearing is hearing-practice, not speaking-practice. If however the teacher takes up half the time trying to teach the text, by going over it again and again, each learner will be left with only one minute, half the amount of speaking practice he would otherwise get.

No Time To Teach

In short there is no time for the teacher to teach ; he can only demonstrate. Having demonstrated, having paved the way, having ensured understanding, he must leave the learner to consolidate his new knowledge, by studying the pictures and reading the text, in his own time. This is why all the pictures on the filmstrips must also be in the book, and this is why all the text must be printed in full. Even assuming the teacher could write his own text that would still not be good enough. The book is made big to help the learner, as much as to help the teacher.

Let us assume then that it is agreed :

(1) That a low ingress-rate is desirable.
(2) That this necessitates a long-winded text.
(3) That the average teacher hasn't the time and knowledge to prepare his own text.
(4) That in any case the text must be in the hands of the learner.

There remains the third question : Why the insistence on an oral demonstration, without reference to the book ? Why, since every learner must have a book in any case, should not the text be read first by the instructor and then by individual learners, and studied with reference to the pictures ?

Why 'Patter'?

Because the fundamental principle of the direct (oral, speaking, natural) method of language-teaching, of which the 'no hearing without reading' principle is only the converse, is that every new word should be *heard* and *used* before it is *read* and *written*. This is not the place for an exhaustive analysis of the reasons for the principle of 'hearing first'. Anyone who is not convinced should take the first opportunity to watch a class where the demonstration is a 'reading', with all books open, and then to compare it with a 'look-and-listen' demonstration, with all books shut. He will not fail to note the difference in interest and alertness—the essential foundations of successful instruction. So, the text must be long, and it must be put across orally. But are not these two requirements incompatible ? *Can* a teacher memorise a long-winded text well enough to patter it ?

Guide-Word Prompter

If the teacher despairs in advance of being able to put the demonstrations across orally it is because he does not know how much easier it is to base a talk on a picture, especially a picture which every learner can see, than it is to recite a talk from memory without visual aid of any kind. Nor will he know what great assistance is given by the guide-words which are inserted under every picture in the filmstrips.

Tests have shown that any teacher with an average memory, having made a preliminary study of the text, can, without having actually learnt the guide-word-caption by heart, build it up into an almost flawless oral reproduction. See, for example, the frame teaching *man* and *woman* and revising *he* and *she* (Unit 1), with the guide-words beneath. *Man* recalls *This is a man* ; officer is expanded to *He is an officer in the Indian Army* ; *office* suggests *He is working in his office*, and so on. The guide-words are to the demonstrator what the prompter is to the actor. (See illustration on page 13.)

Where Conditions Are Adverse

But what if projectors and filmstrips are not available, or for one reason or another cannot be used ? What if the instructor cannot draw, or hasn't the time or patience to reproduce every sketch on the blackboard ? Then, obviously, there is no point in memorising the text. The pictures in the book are too small to be seen if held up in front of the class. The principle of 'hearing first' goes by the board, and the lesson starts with a straightforward reading of the usual type.

The demonstration must be long ; it must be available to the learner for consolidation and revision ; it must be pattered. Now what about repetition—the technique of question and answer ?

Repetition and Practice

There are teachers who say : "We don't mind how much text you give us. The more the better. And we'll get it off more or less by heart too. But why the questions and practice drills ? Can't we be trusted to make *those* up ourselves ? Is nothing to be left for us to do ? "

Admittedly, given the text, the framing of questions and construction of drills is not an impossible task. It involves only a careful avoidance of words which have not yet been taught, and constant reference back to discover all the previously-learnt words and constructions which can be used with the new item. When, for example, the word *drop* is introduced (Unit 105) you can give practice with *a drop of water, ink, milk, blood*, etc., but you must carefully avoid *a drop of wine*, because *wine* has not yet been taught. This requires much time, and unlimited patience, but it is not impossible.

Saving Class-Time

But whether it is impossible or merely difficult is beside the point. The point is that the questions and drills, like the text, are put in not so much for the teacher as for the learner. And for the same reason. If the teacher asks all the questions (repetition) and

gives all the patterns (practice) he will again take up half the speaking time—30 minutes. The class is left with the other 30 minutes—1 minute per learner. If the teacher could be entirely eliminated each learner would have not one but two minutes. And learners would get as much practice in putting questions as in answering them—a need which has hitherto been almost universally overlooked. Even two minutes individual speaking practice, as has been said, seems very little, and it is very little. But it's twice as much as one minute, and twice as much practice (other things being equal) will double fluency and accuracy. Once again it must be stressed :

(*i*) That everything which *can* be done (prepared and learnt) privately, out of the classroom, *must* be done privately. Classroom time is precious. Every minute saved is a minute to the good.

(*ii*) That everything which *can* be done to relegate the teacher to the background, to reduce his functions to those of demonstrator-supervisor-guide-tester-corrector, *must* be done.

These two 'musts' link up. A language assignment is the study-revision of a text, after it has been orally demonstrated, the preparation for questioning by learners themselves, and the working out of the practice (substitution) exercises for testing in class. The more thoroughly an assignment has been prepared in private time the less frequently will the instructor have to butt in in class-time. The less frequently he butts in the less time he will steal from his students.

It adds up to this then. The questions and practice drills have not been prepared, and printed in full, only for the amateur teacher ; they are there, in the book, for the *learner*. They are to help the learner ; their purpose is to save the learner's time, and the time of the class. Here again the only alternative would be for the teacher, having framed his own questions and worked out his own substitution exercises, to cyclostyle them or dictate them to the class in class-time, which would be most uneconomical, even if it were possible.

The Teacher's Initiative

What then is left to the teacher's initiative? The answer is : In language-teaching—Nothing ! Initiative is not required. There is no room for initiative. A scientific language Course is as complicated a structure as a radio set. Unless you are a radio expert you do not tinker with your set ; you leave it alone. You may of course set out to build a better set of your own ; and if you have sufficient time, skill and capital you can mass-produce and sell it. Nothing is final, nothing is perfect. Some other teacher somewhere sometime will no doubt show his initiative by getting out a better book than this one, and this in turn will give way to a still better 'model'. That is the law of evolution. But the point is that every increase in technical skill, in efficiency, in time-saving, will decrease the need and scope for initiative on the part of teachers who are not inventors. The 'big book', like the filmstrip, has come to stay as an indispensable feature of all rapid language-learning.

The Teacher's Part

But the fact that there is no room for initiative does not mean that there is nothing for the teacher to be and do. There is much he can be ; there is plenty for him to do. The radio set is there, but it has to be switched on, finely tuned and made to yield the last ounce of instruction—and entertainment. This requires a set of qualifications different from those traditionally associated with language-teaching, but hardly less important. The emphasis merely shifts from 'lesson-notes' to 'lesson-control', from matter to manner.

Teaching Is Acting

The script of a play is useless till the play is acted. The script of a lesson is useless till the lesson is conducted. Success depends just as much on the skill, personality and talent of the teacher as on the inventiveness of the author. By supplying the *matter* of the lesson the scripts leave the teacher free to concentrate on the *manner* in which it is conducted, which is of equal if not of still greater importance. How many otherwise good lessons are ruined by faulty enunciation, by wrong intonation, by awkward pauses, by unfortunate mannerisms ! It seems so easy to 'speak' to a class ; one has only to be natural. But only those who have tried know how difficult it really is. Nothing is harder than to get the teacher to forget he is a teacher and talk naturally. And experience has shown that it is almost impossible for him to do so unless he is quite certain of his material and quite sure of himself.

Accent on Personality

The author has endeavoured to make each lesson so interesting, so swiftly moving, that the attention of the class need not flag for an instant. It *need* not flag. Whether it does or not will depend entirely on the personality of the teacher—on the pitch of his voice, the smile on his face, the zest and vigour in his bearing, on that 'human' touch which alone can transform a dreary mechanical alternation of question and answer into a bright and cheery conversation.

Plenty To Do

So much for what the teacher has to *be*—vigorous, lively, alert, good-humoured, resourceful. The other question remains : Is there anything for him to *do*? The answer is : Yes, most definitely ! In the first place, though he does not have to prepare the material he has to master it, so as to have it at his finger-tips. And then secondly, but not less important, there is the marking of written work and the checking of corrections. It may be confidently asserted that if all the time now

devoted by the language-teacher to preparation of notes were devoted instead to the marking of written work the results would be revolutionary.

Silent Speaking

The importance of some writing practice, in *every* period, cannot be over-stressed. Writing is 'silent-speaking'. Ten minutes writing in every lesson will increase 'speaking-time-per-learner', in a class of 30, from something between one and two minutes to something between 11 and 12 minutes. It may be laid down quite categorically that it is impossible for any learner to gain an active, speaking command over a language if his personal, 'trial-and-error' practice time is limited to one or two minutes per period. Frequent writing is an indispensable element of an oral technique. For this reason seatwork exercises have been inserted, wherever possible, at the end of every Unit. (Suggestions for exploiting these will be given later.) Where space did not permit the insertion of the actual exercises, models are provided on which the teacher can build up his own.

Correction Is Essential

But it need hardly be emphasised that writing alone is utterly useless if the written work is not marked with the utmost care and returned to the learner for correction, and if the corrections are not taken in and checked before the next writing exercise is done. Trial-and-error is not trial-and-error unless errors are checked and eliminated at every stage. So vital is this work of marking and correction-checking that the Scripts would be more than justified if they did nothing else but leave the teacher free to tackle it as it should be tackled.

Procedure

We have explained the reasons for the pictures, text, questions and drills; we have tried to show why all these must be available to the learner as well as to the teacher; and we have insisted on the imperative need for a large amount of written work. The way is now open to a more detailed discussion of teaching procedure. How, and in what order, are the various elements to be used? Let us first lay down a model procedure for the teaching of any Unit to a small intelligent class completely equipped with books, models, projector and filmstrips, and then see how it may have to be modified under less favourable circumstances. Here is the ideal.

Step 1: Demonstration.—The teacher runs through the text of the Unit, by heart, pointing in turn, as he does so, to the various objects-events-situations illustrated on the screen, and putting the new words on the blackboard as he comes to them. All books are shut. The oral exposition based on the filmstrip may be made still more vivid, wherever possible, by the handling of actual objects or models.

Step 2: Questioning by teacher.—The teacher then goes over the same ground again, this time *questioning* the class on the objects-events-situations illustrated on the screen. Books are still shut. Steps 1 and 2 should be taken in the *latter* part of any period, to pave the way to:

Step 3: Private Study.—Learners study the Unit at home, working if possible in pairs to facilitate question and answer. Learners are assisted by having all Units confined to one or two pages, so that all the material of any one Unit is spread out before them, and by having the words to be stressed in **bold** type, as in *Book One*, as a guide to intónation.

Step 4: Questioning by learners.—The pictures are again projected, frame by frame, on the screen, and learners *question one another* in the same way as the teacher questioned them in the previous period. This may be done on a 'one-question-one-learner' basis, swivelling round the class, or one learner may be brought out to put *all* the questions, in logical order, to one or more learners, on one picture. The teacher stands aside and intervenes only to 'distribute' the work, to check mistakes and to help lame dogs over stiles. Books shut.

Step 5: Practice Drills.—Books are now opened, and learners work through the practice drills, with the help of the substitution suggestions. Here again one learner may be asked to conduct an entire drill, till all possible 'variables' are exhausted, or the exercise may be 'swivelled'. Either way the teacher again 'effaces' himself to the greatest extent possible.

Step 6: Model Talks.—The teacher sets one or more model talks to be learnt by heart, for reproduction in the following period. Meanwhile he tackles:

Step 7: Writing Practice.—Where seatwork exercises have been provided, either in the book or in the filmstrips, these should all first be worked through orally; then one or more may be selected for writing out in a copy book for correction by the teacher. Where only suggestions (W's) are provided, these should be expanded by the teacher. Where there are neither seatwork exercises nor suggestions for written work, the teacher may ask for written answers to a set of questions based on a filmstrip picture, or he may ask for written questions on a filmstrip picture, or he may give a dictation test.

Step 8: Retelling.—Lastly, with a particularly bright class, it should not be impossible to round off a Unit by getting individual learners to retell the text with the help of the filmstrip pictures and guide-words, to do in fact what the teacher started off by doing. This may be done in speech or, as a test, in writing.

Unit and Lesson

It will thus be seen that the idea is not 'one Unit one lesson-period.' A lesson will normally start with the testing (questioning and drills) of the Unit demonstrated

and set for private study on the previous day or in the previous lesson, and finish up with the demonstration and setting of a new Unit. How long it will take to work through all eight stages of any particular Unit will depend on a number of variables :

(1) The length and difficulty of the Unit ;

(2) The size and intelligence of the class ;

(3) The thoroughness of the home preparation ;

(4) The 'briskness' of the teacher.

Time Estimate

It is estimated that under average conditions a class of 10-15 adults (ideally no language class should have more) should be able to work through the book as a whole (150 Units) in 100 one-hour lesson periods, supplemented by one to two hours of private study a day. If this appears over-optimistic it should be remembered, first, that no class-time is wasted on oft-repeated readings of the text (that mainstay of the teacher who 'doesn't know what else to do') and secondly that a radio talk running to about 3,000 words takes only 20 minutes to deliver. You can put a lot of questions, and get the answers to them, in 20 minutes, provided the answers come slickly enough.

Allowance must however be made for (1) less intelligent classes, and (2) classes not equipped with filmstrips etc. What modifications in procedure will these demand ?

Backward Classes

With backward classes it may be necessary to insert two additional steps between Step 1 and Step 2, and one additional step between 2 and 3. Let us call them 1A and 1B, and 2A, respectively.

Step 1A : Model Reading.—Books are opened and the teacher *reads* the talk he has just given by heart, learners following word by word in their books.

Step 1B : Reading of questions by teacher.—The teacher *reads* the questions, one by one, and the learners *find* the answers from the text.

Step 2A : Reading of questions by learners.—Learners *read* out the questions from the book, and answer them with or without the help of the book.

The longer Units may be broken up by taking only one or more *paragraphs* as Units of work at a time. If Step 8 (retelling) is found too difficult it may be dropped.

Unequipped Classes

With classes working without the inestimable advantage of the filmstrips it will be necessary to substitute reading for the oral demonstration, and to ask learners to cover up the text with their hands or copy-books when it is desired to have questions put and answers given on the pictures without the help of the text.

Combinations and Permutations

The procedures suggested by no means exhaust the range of possibilities. In practice a large number of combinations and permutations can be worked out, and there is nothing to prevent the teacher from experimenting along these lines if he wishes to do so. The main principle to be borne in mind is that steps should proceed systematically from the less difficult to the more difficult. Everything should be made easy and pleasurable. If at any stage there appears to be a hold-up (many errors and much hesitation) the teacher may be certain he has gone ahead too quickly ; some intermediate step has been left undone, and a return must be made before the learners sink still more deeply into the bog. It has been stressed that the Scripts leave no room for the teacher's initiative, short of producing new Scripts. They do however leave plenty of room for 'resourcefulness'—resourcefulness in adapting the technique to the needs and abilities of any particular class, in meeting unexpected difficulties, and in planning lessons so as to reduce waste of time to a minimum.

Indispensable but Unpopular

In other words the Scripts can do much both for the teacher and learner, but they cannot do everything. The fact that they cannot do everything does not make them any the less indispensable, from every point of view, for the successful production of 'speakers'. Why then is the first reaction of the professional civilian teacher almost invariably one of suspicion and hostility ?

Professional Attitude

There has, inevitably, been a certain amount of hostility to the Script technique from professional language-teachers because, they say, it "puts the words into the mouth of the teacher ; turns him into a gramophone, an automaton, a robot ; robs him of all initiative and professional pride ; lowers the status of the profession" etc., etc. These are the teachers who meet the Scripts with : "No, thank you. I prefer to write my own text, rather than be bound down to a text written by someone else." Or, "I don't like a text of any sort. I prefer to improvise, to rely on the inspiration of the moment for the production of examples and explanations."

Improvisation Won't Work

One can understand such an attitude, but one cannot accept it. Too much research has gone into language-teaching. We now know that improvisation is impossible ; it won't work. A teacher who improvises will inevitably anticipate, that is, he will slip in words which have not yet been taught. The alternative is for every teacher to plan his own pictures and write his own text-book. This would be ideal if every teacher were capable of writing a text-book, and if every school ran its own printing press—two conditions which we are hardly likely to see fulfilled in our time.

"I'll Read; I Won't Speak"

Less logical is the attitude of the teacher who, realising that the inevitable corollary of a low ingress rate is bulk, does not object to a bulky 'reader' merely because it is bulky. If the difficulty of cost can be overcome he will say: "The more text the better." He will not worry much about the time required to get through the book, because he knows that with a low ingress rate much work that would normally have to be done in class can safely be converted into easy, pleasurable and profitable private study. In other words he is prepared to welcome the big book if he can use it as a reader. What he objects to is having to learn the text by heart and recite it like an actor. He doesn't mind *reading* the prepared monologues (or soliloquies!) to the class, but he does mind *speaking* them.

Such an attitude can only be put down to sheer prejudice, and one hopes that with a greater realisation of the importance of 'hearing first' it will gradually disappear.

And then there are the teachers who, cornered by the logic of the preceding argument, make one last stand. Education and mass-production, they say, cannot go together. "The very idea of introducing uniform, standardised, mass-production methods into education is obnoxious, repulsive, revolting. There is something wrong somewhere."

Training and Education

There is something wrong, but not with the argument. What is wrong is the belief that language-teaching is education. The fact is that language-learning is *not* education in the true sense of the word, and the sooner this is realised the better. It is not education; it is training. To educate is to elicit, to 'draw out', to develop powers of thought, analysis, comparison, observation, inference. In language-training there is nothing to draw out; everything has to be put in. Nothing in the world can *elicit* from a foreign learner the fact that the English name of this ———— is *line*. He has to be told. Nothing in the world will help him to remember the name but the two aids to memory, repetition and association, on which all questions and drills must be based.

Language and Thought

The reason for this distinction, between training and education, should be obvious. Language-teaching is not education for the simple reason that language is not thought; it is the tool with which we think. Language is not communication; it is a medium of communication. Language is not discussion; it is an instrument of discussion. Language is a tool, an instrument, a vehicle, a medium, sometimes a weapon.

Lesson Content

That, incidentally, is why the *content* of a language lesson is of secondary importance. An event or situation which is selected or invented for the presentation of a new word is not selected or invented primarily for its educational value. It is used as the setting best calculated to make clear the meaning of the word and to fix it in the memory. There can thus be no logical continuity in a language text-book. We switch from the kitchen to the battlefield, from the stars to the coalmine, as linguistic need dictates. We do of course endeavour to make the subject-matter as interesting (practical, local, topical, etc.) as possible, but not in order that the *ideas* may be remembered; only in order that the *words* and *constructions* may be remembered.

Stepping-Stone to Culture

Does this mean that language-learning has no educational or cultural value? By no means! Once the skill has been acquired it can be used for all manner of educational and cultural activities—from writing verse to reading history. There is no cultural value in five-finger exercises on the piano, or in the simple little tunes which seek to provide the same amount of repetition and practice without the monotony of five-finger exercises. But they are the indispensable basis on which those symphonies and sonatas which do have a cultural value are based.

When you come to the equivalent stage in language you are no longer teaching language; you are teaching literature, or history, or philosophy—the humanities; you are no longer giving a training in the use of a tool; you are using the tool. The mechanics of a language are not culture in themselves; but they are the stepping stones to culture. That is the difference.

Not An Emergency Technique

It looks then as though this war-born idea of a mass-production language-teaching technique, with its inevitable corollary the big book, is not merely an emergency technique; it will not die out when the war comes to an end. It is a truism that war stimulates and subsidises invention, brings about changes in months that might otherwise have taken decades or centuries. The war comes to an end, but the changes remain. The new techniques, the new materials, the new forms of organisation cannot be jettisoned; for better or for worse they become part and parcel of our lives. So it is with these changes in language-teaching.

But, it may be said, there is no analogy. There will be a need, in the post-war world, for mass-produced machines, tractors, planes, radios, for prefabricated houses and seaweed stockings. What need will there be for mass-produced linguists? Or rather, since English is the language with which we are here concerned, with mass-produced English-speakers?

An Age-Old Need

The need is one which has been recognised since the Tower of Babel; its fulfilment has been the dream of poets and philosophers throughout the ages. It is, fundamentally, the need for a universal language, for

an auxiliary medium of international communication. The shrinking of the world, the interdependence of nations, has made the need more urgent today than ever before in human history. And the fact is that English, by reason of its origins, development, structure, and diffusion, comes nearest to meeting the requirements of an international language. The question whether this is a mere accident of history, or a manifestation of the genius of the English-speaking peoples, need not detain us here. What is important, and heartening, is that English is already well on the way to becoming an international, or supranational language, and that Basic has come in the nick of time to make its use as such more practicable.

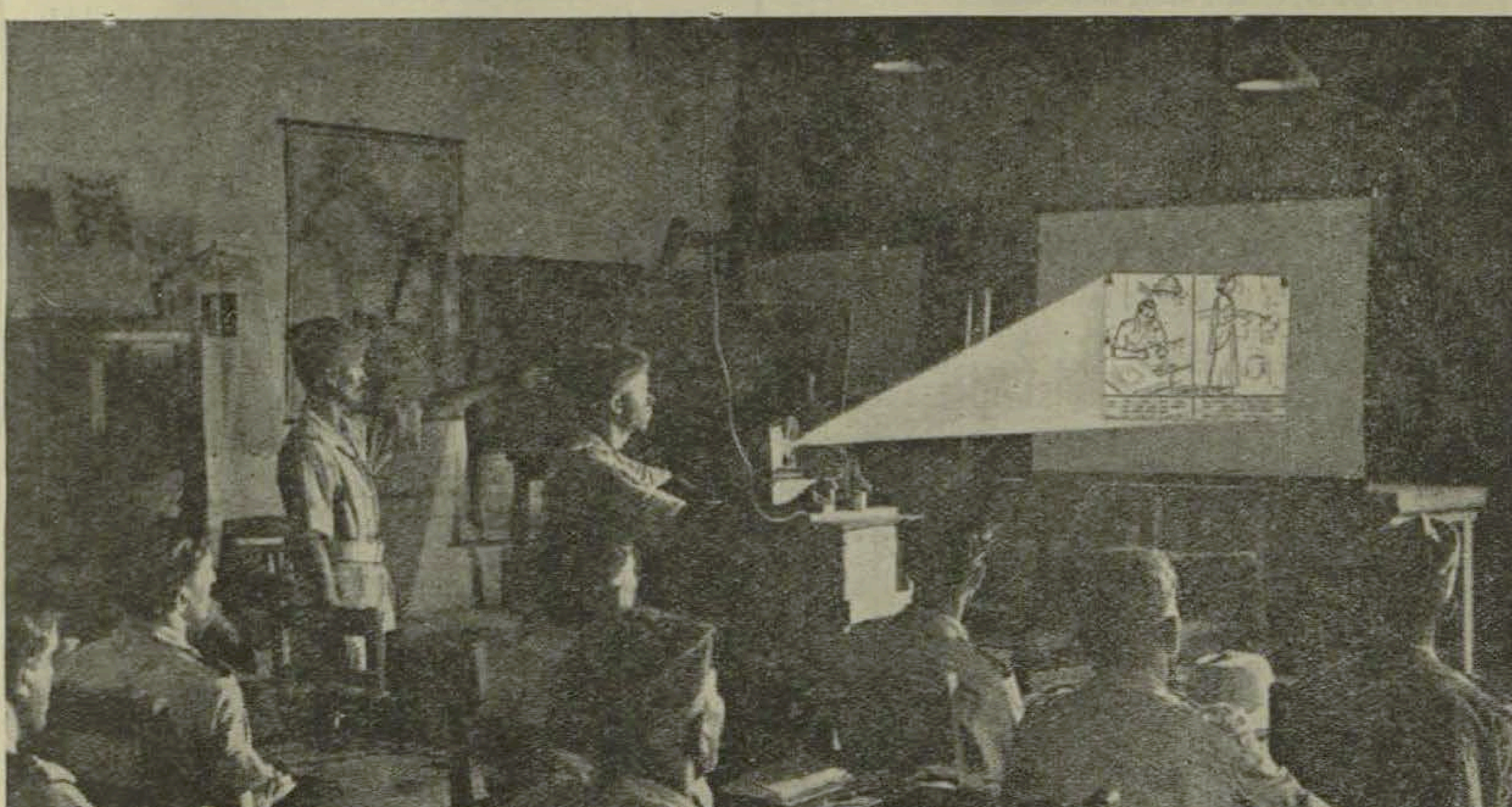
Diffusion of English

The British Government has already announced its intention to promote the use of Basic as an international language. The American authorities are in sympathy with the project. All that remains is to provide a method by which the ability to understand and use Basic English may be diffused as widely as possible throughout the world in the shortest possible time.

The aim is the mass-production of English-knowing individuals, individuals equipped with an instrument which will enable them to communicate on equal terms with 'other-language' groups and to absorb and reflect the scientific, cosmopolitan culture of the 20th Century. But if mass-production is the aim, can we rely solely on the efforts of the trained professional teacher? The answer, clearly, is No. Thousands of 'amateurs' must be enlisted for the task, and for these thousands there must be provided 'fool-proof' drills requiring no other qualifications for their successful demonstration and use than a good memory, a clear voice, a quick intelligence, a pleasant personality, and a knowledge of English up to the stage which is being taught.

War and Peace

As it happens, the nature of language-teaching, if the aim is a speaking ability, is such that prepared Scripts are just as essential to the trained professional as they are to the untrained amateur. He may make better use of them, but he cannot do without them. The war has thus merely served to precipitate a development which should have taken place years and years ago. For once principle and expediency, idealism and realism, go hand in hand. War needs and peace needs dovetail. It is the author's earnest hope that this discovery may help in some small measure to promote international understanding and co-operation, and thus to ensure that the great new inventions like radar and the splitting of the atom will result not in the utter and final destruction of humanity, but in opening up a new and more glorious chapter in its history.



With the help of the guide-words underneath the pictures the instructor has given a longish talk on the man (he, his, him) and the woman (she, her, her) and is now questioning the class: "Who is this? What is he doing?" etc., etc. (see Unit 1). This is the filmstrip technique—the technique which will revolutionise language-teaching. Note the 'handiness' of the jam-handy projector.

UNITS OF WORK

N.B.—1. Grammatical constructions, as distinct from vocabulary, are printed in small capitals.

2. Italics indicate a new form, expansion or special use of a word.

N.B :—For alphabetical index see pp. 297-298. On pp. 299-300 will also be found lists of the military terms, quasi-technical non-Basic words, and vernacular expressions used in this book.

KEY TO SYMBOLS

Symbol	Stands For	Remarks
C	**Check**	The checking of understanding, usually by an explanation in, or a reference to, the learners' own language. Sometimes the text gives only a general idea of what to say. Sometimes it gives the actual wording to be translated.
P	**Practice Drill**	Gives the pattern of the drill on which each learner 'rings the changes,' either freely or as guided by the teacher.
S	Substitution Suggestions	Indicates the sort of word or words which can be substituted for the word or words in brackets.
N	Note	Any additional note, warning or direction to teacher.
M	**Model Talk**	The text of the model talk.
W	**Writing**	Suggestions for written work.
S	**Seatwork**	Writing exercises given in full.

KEY TO TYPES

1. The actual text of the demonstrations, drills and talks is in large type ; notes and directions are in small type.
2. Words which are to be stressed in speaking or reading are in bold type, thus :
   This isn't a picture of a **man ;** it's a picture of a **woman.**
3. Matter in ordinary light Roman type underlined is to be spoken in the learner's own language, not in English. Thus in the following :
   We use *who* when we refer to men and *which* when we refer to things.
   Only the words *who* and *which* are to be spoken in English.
4. Instructions to teachers, as distinct from notes, are in big and small capitals, thus :
   NOTE THAT *keep* HAS NOT THE SAME SENSE AS *put*.
5. Directions for action by teacher or learners are in italics, thus :
   T (*demonstrating*) : My left arm is **almost** straight.

Unit 1

man, woman, boy, girl (she, her)



A. This is a picture of a **man.** The man is in his **office** at **headquarters.** He is an **officer** in the **Indian Army.** His **topee** and his **stick** are **together** on his **shelf.** He is at his **table** doing some **work.** He is working with a **pipe** in his mouth. There are not **two** men in the picture ; there is only **one** man. He is an officer, but his men are not with **him ;** they are **outside,** learning the parts of a **machine-gun.**

B. This is not a picture of a **man ;** it is a picture of a **woman.** She is not a **tall** woman ; she is a **short** woman. She is not an **Englishwoman ;** she is an **Indian** woman. This is a room in the woman's **house.** The woman has a long **spoon** in her hand. In **front** of her is a **fire**-place. She is cooking a **meal.** There are not **two** women in the picture ; there is only **one** woman. The **other** women of the house are not in **this** room ; they are in the **other** rooms.

C. This is not a **man ;** it is a **boy.** The boy is in a **shirt** and **shorts.** He has **socks** on his **legs** and **shoes** on his **feet.** There is a **cricket** bat in the boy's **right** hand and a cricket **ball** in the boy's **left** hand. He is on his way to a **cricket** match.

D. This is not a **woman ;** it is a **girl.** The girl has **stockings** and **shoes** on. The girl is on a **seat.** She has a **needle** and **thread** in her **right** hand and a bit of **cloth** in her **left** hand. She is making a **bag** for her **friend.**

Men go to **office** or do other work **outside** the house. **Women** do the **house-**work. **Their** work is **inside** the house. **Stitching** and **cooking** are not part of a **man's** work as a rule ; they are part of a **woman's** work.

Boys and **girls** go to **school.** After school they have **games.** There are games for **boys** and games for **girls. Cricket** is not a **girl's** game ; it is a **boy's** game. **Some** boys have no **time** for games after school ; they do **reading** or **writing.** Some **girls** have no time for games after school ; **they** go out with their **boy friends. Other** girls go back to their **houses** to do **reading** or **writing** or **cooking** or **stitching.**

A1 : What is this a **picture** of ?
2 : Where **is** the man ?
3 : What is the man **doing** at the table ?
4 : What has the man in his **mouth** ?
5 : Is there **one** man in the picture or **two** men ?

B1 : What is **this** a picture of ?
2 : Is the woman a **tall** woman or a **short** woman ?
3 : What has the woman in her **hand** ?
4 : What is the woman **doing** ?
5 : Is there **one** woman in the picture or **two** women ?

C1 : Is this a **man** or a **boy** ?
2 : What sort of **clothing** has the boy on ?
3 : What is there in the boy's **right** hand ?
4 : What is there in the boy's **left** hand ?
5 : Where is the boy **going** ?

D1 : Is this a **woman** or a **girl** ?
2 : Where **is** the girl ?
3 : What has the girl in her **left** hand ?
4 : What has the girl in her **right** hand ?
5 : What is the girl **doing** ?
6 : What sort of work do **men** do ?
7 : What sort of work do **women** do ?
8 : What do boys and girls do in the **day** ?
9 : What do they do as a rule **after** school ?
10 : What sort of game is **cricket** ?
11 : Why don't **some** boys have games after school ?
12 : What do **these** boys do after school ?
13 : Why don't some **girls** have games after school ?
14 : What do **they** do after school ?
15 : Why do other girls go back to their **houses** after school ?

P1 : Am **I** a (**woman**) ?
S : Woman : boy, girl, man.

2 : Are **you** a (**woman**) ?
S : Woman : boy, girl, man.

3 : What is the number of men in our (**class**) ?
S : Class : company, regiment, etc.

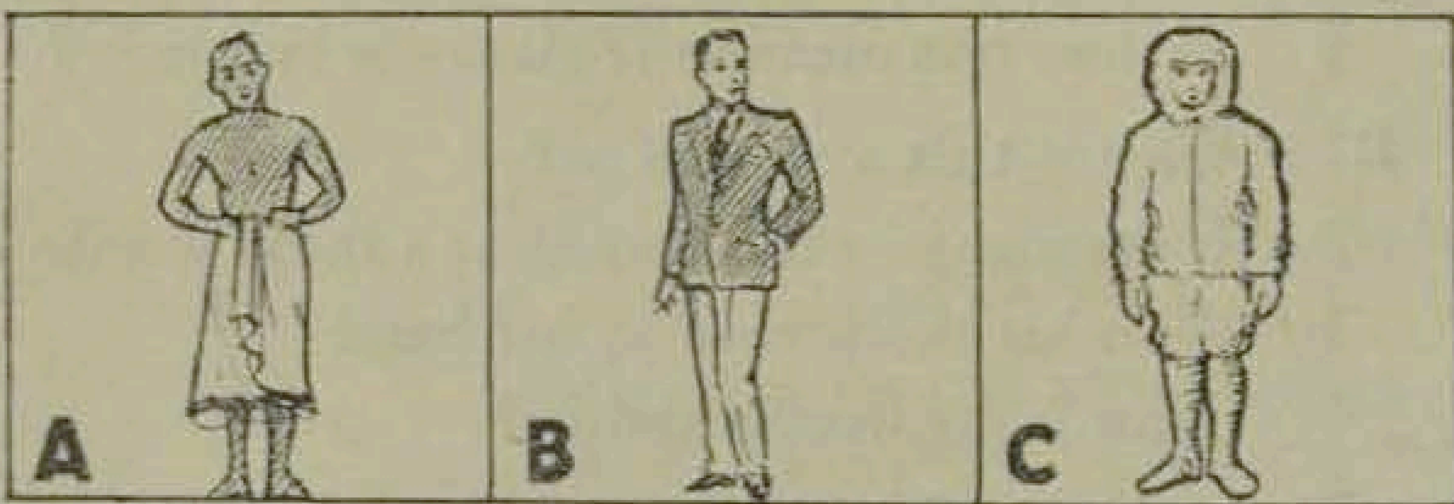
4 : Are there any **women** in our (class) ?
S : Class : company, regiment, etc.

5 : Is (**cricket**) a **boys'** game or a **girls'** game ?
S : Cricket : football, hockey, any other game.

6 : Does any man here make (**cloth**) in ' peacetime ' ?
S : Cloth : shoes, cricket bats, umbrellas, tables, pots, knives, glasses, bread.

Unit 2

dress, blouse, skirt, blue



A. Here are three sorts of men's **dress.** The first (in A) is only a bit of white **cloth** covering the man's **legs.** But it **is** a sort of dress. Men put it on in **South India.** In **South India** the weather is very **warm. That** is why men put it on in South India. It does not take **long** to put on.

B. The **second** sort of dress (in B) is **European : shirt** and **collar,** long **trousers, boots** or **shoes,** and a short **coat** over the **shirt.** It is never **very** warm in Europe. That is why **no-one** in Europe goes out to work with only a bit of **cloth** on.

C. In the **north** of Europe it is **very** cold in the winter **and** in the summer. That is why the men there put on the **third** sort of dress (C). This sort of dress takes a **long** time to put on, but it is very **warm.**



D. In **these** pictures you have three sorts of **women's** dress. **Two** (D and E) are **European,** and the **third** (F) is **Indian.** This (D) is a **short** dress, covering the body between the **neck** and the **knees. Other** dresses are **long** and go down to the **feet.** Only **women** put on **dresses. Men** never put on **dresses.**

E. Sometimes women in Europe do not put on a **dress.** They put on **two** bits of clothing—a short 'blouse' covering the **chest** and **back,** and a **skirt** covering the legs down to the **knees** or the **feet.**

F. In **India** women as a rule put on a **blouse** and a **sari** or sometimes, in the **north,** a blouse and a long **skirt.** A sari is a **sort** of dress, but it is not **a** dress. **Indian** women never put on a **dress.** Women in **England** never put on **saris. Saris** are not part of an **Englishwoman's** dress ; **dresses** are not part of an **Indian** woman's dress.



G. Soldiers put on a 'special' sort of dress—a **uniform. Army** uniform is **khaki** as a rule ; in the **Navy** it is **blue** or **white ;** in the **Air Force** it is **blue** or **khaki.**

H. Here is Mohamed Khan putting on **his** uniform. It is **cold,** and he is putting on **battle**-dress. He is dressing for morning **parade.** He is putting on his gaiters. After putting on his gaiters he will put on his **pugree.** These are all parts of his **dress.** Dressing for **parade** takes Khan a **very** long time.

I. Here is Khan in **another** sort of dress. He is in **mufti,** because he is 'on leave'. He is putting away his khaki **uniforms** in **one** box, and taking **coats** and **trousers** out of **another** box. He has ten days' leave, and this is only the **first** day.

J. Here Khan is with the **doctor.** He has a **cut** on one **knee.** The doctor is **dressing** the **wound.** First he will put on a bit of 'lint', and then some 'bandage'. He will make a good **knot** in the bandage. The dressing will not come off before Khan gets back to **camp.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *dress, skirt, blouse, blue.*

A1 : What has this man **on** ?

2 : What's the bit of cloth a **sort** of ?

3 : In what part of **India** do men put on **this** sort of dress ?

4 : Why do men put on this sort of dress in **South** India ?

5 : How long does it take to put **on** ?

B1 : Is the **second** sort of dress **Indian** or **European** ?

2 : What has the man **on** ?

3 : Is it ever very **warm** in **Europe** ?

4 : Why doesn't anyone ever go to work with only a bit of **cloth** on in **Europe** ?

C1 : What sort of **weather** do they have in **North** Europe ?

2 : Why do men put on the **third** sort of dress in North Europe ?

3 : How long does it take to put on **this** sort of dress ?

4 : Is it **warm** ?

D1 : What sort of dress is there in **these** three pictures ?
2 : What sorts of dress are the first **two** ?
3 : What sort of dress is the **third** ?
4 : What name do we give the **first** sort of dress ?
5 : Is it a **short** dress or a **long** dress ?
6 : Who put on **dresses** ?

E1 : What do women in **Europe** sometimes put on in place of a **dress** ?
2 : What is a **blouse** a cover for ?
3 : What is a **skirt** a cover for ?

F1 : What do women in **India** put on as a rule ?
2 : What do they put on in the **north** ?
3 : Why don't **Englishwomen** ever put on **saris** ?
4 : Why don't **Indian** women ever put on **dresses** ?

G1 : What name do we give to **Army** dress ?
2 : What's the colour of the **Army** uniform ?
3 : What's the colour of the **Navy** uniform ?
4 : What's the colour of the **Air Force** uniform ?

H1 : What's **Mohamed Khan** doing in this picture ?
2 : What's he dressing **for** ?
3 : What's he putting on **now** ?
4 : After putting on his **gaiters** what will he put on ?
5 : What are his gaiters and **pugree** a **part** of ?
6 : How long does dressing for **parade** take him ?

I1 : What's Khan in **here** ?
2 : Why is he in **mufti** ?
3 : Where's he putting his khaki **uniforms** ?
4 : What's he taking out of **another** box ?
5 : When will he come back from **leave** ?
6 : What day of his leave is **today** ?

J1 : With **whom** is Khan in this picture ?
2 : What's **wrong** with Khan ?
3 : What's the doctor **doing** to the wound ?
4 : What will the doctor put on the wound **first** ?
5 : What will he put on the wound after **that** ?
6 : What will he do with the **bandage** ?

P1 : Where do men put on the (**first**) sort of dress ?
S : First : second, third.

2 : Why do men put on the (**second**) sort of dress in (Europe) ?
S : Second : third.

3 : (Is) a (**coat**) part of a **man's** dress ?
S : Coat : shirt, dhoti, sari, skirt, pair of trousers, pair of shorts.

4 : Does an **Indian** woman ever put on a (**dress**) ?
S : Dress : blouse, skirt, dhoti.

5 : What (is) my (**hat**) a part of ?
S : Hat : coat, shirt, cap, dhoti, trousers.

6 : What do (**men**) put on ?
S : Men : women, boys, girls.

M1 : Men Put On Dhoti

FATHER : Go and get my **dhoti.**

BOY [*getting the dhoti*] : **Here** you are, father.

FATHER : This isn't a **dhoti** ; this is a **sari**. Take it to your **mother**.

BOY : Why don't **you** ever put on a sari, father ?

FATHER : **Men** never put on saris ; a **sari** isn't part of a **man's** dress.

BOY : Do **Englishmen** put on **dhotis,** father ?

FATHER : **No,** a **dhoti** isn't part of an **Englishman's** dress. An **Englishman** puts on **trousers.**

BOY : What do **Englishwomen** put on ?

FATHER : **Englishwomen** put on a **dress** or a **skirt** and **blouse.**

BOY : And English **girls** ?

FATHER : English **girls** put on a **short** dress or a **skirt** and **blouse.** I am **tired** of these questions. Go and get me my **dhoti.**

2 : He Is Dressing

A : Where's **Khan** ?
B : He's **dressing.**
A : What's he **dressing** for ?
B : To go to the **post-office.**
A : Where's **Das** ?
B : **He's** dressing.
A : What's **he** dressing for ?
B : To go to the **railway station.**
A : What's **Sami** doing ?
B : **He's** dressing.
A : What's **he** dressing for ?
B : To go to the **bank.**
A : No **cards** today then ?
B : No, no cards **today.**

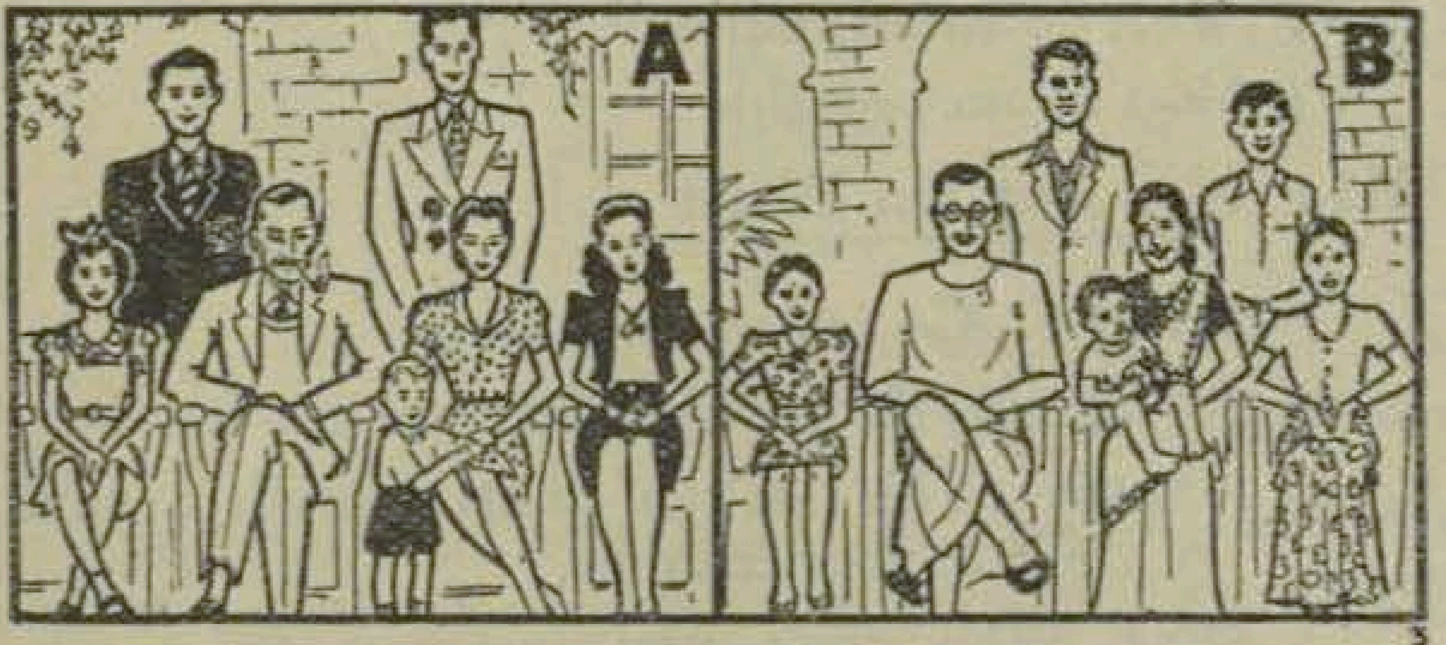
W1 : Plural conversion : There is a (man) in this room.

2 : Ask : What's a (dhoti) a part of ?

3 : Putting errors right : (She) has a (pencil) in (his) hand.

Unit 3

baby, married, son, daughter, brother, sister, mother, family



A. The name of the **man** in this picture is **Henry English.** The name of the **woman** is **Dorothy** English. The names of the **boys** are **David** and **John.** The names of the **girls** are **Janet** and **Anne.** The name of the **baby** (with Dorothy English) is **Bobby**. Bobby is Dorothy English's **baby.** He is not a baby **girl;** he is a baby **boy.**

Mr. **Henry** English is **married** to Mrs. **Dorothy** English. Mrs. **Dorothy** English is **married** to Mr. **Henry** English. Mr. and Mrs. English are **married** to one **another.**

The **boys** in the picture are their **sons.** The **girls** are their **daughters.** Mr. and Mrs. English have **three** sons and **two** daughters.

David is their **first** son. **John** is their **second** son and **Bobby** is their **third** son. **Janet** is their **first** daughter and **Anne** is their **second** daughter.

David English, **John** English, **Bobby** English, **Janet** English and **Anne** English are brothers and sisters. **David** has **two** brothers and **two** sisters. **John** and **Bob** are his **brothers** and **Janet** and **Anne** are his sisters.

Janet has **three** brothers and **one** sister. **David, John** and **Bob** are her **brothers** and **Anne** is her **sister. Janet** and **David** are **brother** and **sister** and **Janet** and **Anne** are **sisters.**

Mr. **English** is David's **father** and **David** is Mr. English's **son. Mrs.** English is David's **mother** and **David** is Mrs. English's **son.** Mr. **English** is Janet's **father** and **Janet** is Mr. English's **daughter. Mrs.** English is Janet's **mother** and **Janet** is Mrs. English's **daughter.**

Mr. English, **Mrs.** English and their **sons** and **daughters** are a **family. Mr.** English is the **father** of the family and **Mrs.** English is the **mother** of the family.

Mr. English's **first** name is **Henry;** his **family** name is **English.** Mrs. Dorothy English's **first** name is **Dorothy;** her **family** name is **English.**

Not **one** of Mr. English's sons or daughters is **married.** But **David,** his **first** son, is **going** to get married. He is going to get married to Miss **Mary Brown.** Miss **Mary** Brown is a daughter of **James** Brown. **James** Brown is a **doctor** in **London.**

Miss Mary Brown's **family** name is **Brown.** But when she is married to David she will take **David's** family name. Her name will be Mrs. Mary **English.**

B. This is not an **English** family; it is an **Indian** family. **Ram** is the **father** of the family. **Sita** is the **mother** of the family. **Ram** and **Sita** are **married** to one another. They have three **sons** and two **daughters.** The names of the three sons are **Govinda, Prem** and **Gopal. Gopal** is the name of the **baby** on Sita's knee. The names of the daughters are **Kamala** and **Vimala.**

Ram is the **family** name. Ram's **first** name is **Ganga.** In **North** India men and women put **their** name **first** and the **family** name **second—Ganga Ram.** In **South** India men and women put their **family** name **first** and **their** name **second—Sarvapalli Sami.** In England, **all** men and women put **their** name **first** and their **family** name **second—Henry English.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *mother, son, daughter, etc.*

A1: What's the name of the **man** in this picture?
2: What's the name of the **woman**?
3: What are the names of the **boys**?
4: What are the names of the **girls**?
5: What's the name of the **baby**?
6: Whose baby **is** he?
7: Is he a baby **boy** or a baby **girl**?
8: To whom is Mr. English **married**?
9: To whom is **Mrs.** English married?
10: To whom are **Mr.** and **Mrs.** English married?
11: Who are the **boys** in the picture?
12: Who are the **girls** in the picture?
13: What's the number of Mr. English's **sons**?
14: What's the number of Mr. English's **daughters**?
15: What's the name of Mr. English's **first** son?
16: What's the name of Mr. English's **second** son?
17: What's the name of Mr. English's **third** son?
18: Who is Mr. and Mrs. English's **first** daughter?
19: Who is Mr. and Mrs. English's **second** daughter?
20: What are **David, John, Bobby, Janet** and **Anne** to one another?
21: What's the number of David's **brothers**?
22: What's the number of Janet's **sisters**?
23: What's Mr. **English** to **David**?
24: What's **Mrs.** English to **David**?

25 : What are **Mr.** English, **Mrs.** English and their **sons** and **daughters together** ?

26 : What's Mr. English's **first** name ?

27 : What's his **family** name ?

28 : Are any of Mr. English's sons or daughters **married** ?

29 : Who is **going** to get married ?

30 : To **whom** is he going to get married ?

B1 : Who's the father of **this** family ?

2 : Who's the **mother** of this family ?

3 : To whom is Ram **married** ?

4 : To whom is **Sita** married ?

5 : What's the number of Ram's **sons** ?

6 : What's the number of Ram's **daughters** ?

7 : What are the **names** of the three sons ?

8 : What's the name of the **baby** ?

9 : What are the names of the **daughters** ?

10 : What's Ram's **family** name ?

11 : What's his **first** name ?

12 : Is Mr. English's name Henry **English** or English **Henry** ?

13 : Is Ram's name Ganga **Ram** or Ram **Ganga** ?

14 : Is Sami's name Sarvapalli **Sami** or Sami **Sarvapalli** ?

P1 : Have you any **(brothers)** ?

S : Brothers : sisters, sons, daughters, babies.

2 : What's a man to his **(son)** ?

S : Son : daughter, brother, sister.

3 : What's a **woman** to her (son) ?

S : Son : daughter, brother, sister.

4 : What's a boy to his **(father)** ?

S : Father : mother, brother, sister.

5 : What's a **girl** to her (father) ?

S : Father : mother, brother, sister.

6 : What's your (father's) **family** name ?

S : Father's : mother's, brother's, sister's.

7 : Is your (father's brother) one of your **family** ?

S : Father's brother : mother's brother, father's sister, mother's sister.

S : *Put the right word in the spaces :*

1. Ram and Sita are .... to one another.
2. Govinda and Gopal are Ram's ....
3. Kamala and Vimala are Sita's ....
4. Gopal is Govinda's ....
5. Vimala is Kamala's ....

Unit 4 : Revision

M1 : David Gets Married

(*Mr. and Mrs. English are having their meal when David comes in*)

DAVID : Father, I'm going to get **married.**

MR. ENGLISH : You're going to get **married** ?

DAVID : **Yes,** father.

MR. ENGLISH : To **whom** are you going to get married ?

DAVID : To Mary **Brown.**

MR. ENGLISH : Who **is** this Mary Brown ?

DAVID : Her father's a **doctor** in **London.**

MRS. ENGLISH : Is she a **good** girl ?

DAVID : **Yes,** mother, she's a **very** good girl.

MRS. ENGLISH : Is she a good **cook** ?

DAVID : **Yes,** mother, she's a **very** good cook . . . And she has **long black hair.**

MRS. ENGLISH : Is she good at **stitching** ?

DAVID : **Yes,** mother, she's **very** good at stitching . . . And she has **clear brown eyes.**

MR. ENGLISH : Does Dr. Brown come of a good **family** ?

DAVID : **Yes,** father, he comes of a **very** good family.

MR. ENGLISH : **Very** well, **get** married then.

DAVID : **Father,** I **am** married.

MR. AND MRS. ENGLISH : **What** ?

DAVID : I **am** married . . . And here's Mrs. **Mary English.** [*Mrs. Mary English comes in*].

2 : No Money

A : Are you **married,** B ?

B : **Yes,** I **am** married.

A : What's Mrs. B's **first** name ?

B : **Lila.**

A : Where **is** she ?

B : She's in **Lahore.**

A : Have you any **sons** and **daughters** ?

B : **Yes,** we have **one** son and **one** daughter.

A : Do you get any **letters** from Mrs. B ?

B : **Yes, one** letter a **week.**

A : Is Mrs. B. **good** to her son and daughter ?

B : **Yes,** she's **very** good to them.

A : Is Mrs. B. **good** to you ?

B : **Yes,** she's **very** good to me....Why don't **you** get married ?

A : I haven't any **money !**

Unit 5

old, young, new



A. The man in the picture is Khan's **father.** He is an **old** man. His **hair** is **white ;** his **body** is **bent.** He has a **stick** in his hand. He is **old.** He is eighty years **old.** He is a **very** old man. He never goes out without his **stick.** It is an **old** stick. The stick is thirty years **old.** It is a **very** old stick. At the back of the man is a **tree.** It is a very **old** tree. It is a hundred years **old.**

B. This is a picture of **Khan. Khan** is not an **old** man ; he is a **young** man. He is in the **Army. His** hair is **black. His** body is **straight.** He is **young.** He is only **twenty-five** years old. He has **boots** on. His **boots** are **old.** They are three years **old.** There are **holes** in them. They are **very** old boots. He is now on his way to the **store** to get a pair of **new** boots and a pair of new **stockings.** At the back of Khan is a **tree.** It is not an **old** tree ; it is a **young** tree. It is only three years **old.** There is no **fruit** on it. There are no **flowers** on it. It is a very **young** tree.

C. This is a picture of Khan's **baby.** It is not a baby **girl ;** it is a baby **boy.** The baby has only ten **teeth** in its mouth. It is only one and a half years **old ;** it is a very **young** baby. Khan's baby is playing with a baby **cat.**

D. Here we have Khan's cat with its **young** ones. The **mother** cat is playing with the **baby** cats. There are **three** baby cats in the picture.

A1 : Who is the **man** in the picture ?
2 : Is he **old** or **young** ?
3 : How old **is** he ?
4 : Is the stick **old** or **new** ?
5 : How old **is** his stick ?
6 : What is at the **back** of the man ?
7 : Is it an **old** tree or a **young** tree ?
8 : How old is the **tree** ?

B1 : Who is the man in **this** picture ?
2 : Is Khan an **old** man or a **young** man ?
3 : How old **is** Khan ?
4 : Are his boots **old** or **new** ?
5 : How old **are** his boots ?
6 : Why is he going to the **store** ?
7 : What is at Khan's **back** ?
8 : Is the tree **old** or **young** ?
9 : How old is the **tree** ?

C1 : What is **this** a picture of ?
2 : Is it a baby **boy** or a baby **girl** ?
3 : What is the number of **teeth** in the baby's **mouth** ?
4 : How **old** is the baby ?
5 : What is the baby **doing** ?

D1 : What is **this** a picture of ?
2 : With whom is the mother cat **playing** ?
3 : What is the number of **baby** cats in the picture ?

P1 : How old is your **(father)** ?
S : Father : mother, brother, sister.

2 : How old will you be (a year) from **to-day** ?
S : A year : two years, five years, ten years.

3 : Is a man **old** or **young** at **(twenty)** ?
S : Twenty : twenty-one, twenty-two, sixty, sixty-five, seventy.

4 : Are there **(apples)** on a very **young** (apple) tree ?
S : Apple : orange, any other tree.

5 : Is this a **new** (hat) or an **old** hat ?
S : Hat : coat, shirt, umbrella, pencil, book, dhoti, cap, etc.

6 : Do very old men go in for **hockey** ?
S : Hockey : other games.

M : Old and New

RAM : It's time for **school,** Prem.
PREM : I'm not **going** to school, father.
RAM : Why **not** ?
PREM : Every **other** boy has a **new** umbrella ; **I** haven't one.
RAM : But you have an **umbrella.**
PREM : It's very **old.**
RAM : I'll get you a **new** umbrella from **Hassan's** store then.
PREM : I'll come **with** you.
RAM : All **right !** Go and get some money from your **mother** first.
PREM : **Here's** the money.
RAM : **Come** on, then. [*They go out*].

W : Q-A conversion : My (father) is (sixty) years old.

Unit 6

cry, sad, smile, happy



A. Govinda is **crying.** Govinda is crying because he is **sad.** Every **other** boy has a pair of **new** shoes. But **Govinda's** shoes are very **old.** That is why he is **sad.** That is why he is **crying.**

B. Kamala is crying. **Kamala** is crying because **she** is sad. Her **father** and **mother** are going to the **pictures** today. But they are not going to take **her** with them. **That** is why **Kamala** is sad, and **that** is why **she** is crying.

C. Govinda is not crying **now;** he is **smiling.** He is **smiling** because he is **happy.** His father is going to get him a pair of new shoes from the store. **That** is why he is **happy. That** is why there is a **smile** on his **face.**

D. Kamala is not crying **now; she** is smiling. She is smiling because she is **happy.** Her mother **is** going to take her to the pictures. **That** is why **she** is happy. **That** is why there is a smile on **her** face.

Govinda is **very** happy when he is playing **hockey** or **football.** But he is **not** so happy when he does his **reading** or **writing.** Play of **any** sort will make Govinda **happy.** But **work** of any sort will make Govinda **sad. Sundays** are **happy** days for Govinda because on **Sundays** there is no **school.** He is not so happy on **Mondays,** because on **Mondays** there **is** school.

A **woman** is happy when she has a number of good **saris.** When a woman has **no** good saris she is **sad.** A **man** is happy when he has good **food.** When there is **no** good food he is **not** so happy. When **women** are sad they go to their room and have a good **cry.** When **men** are sad **some** of them go out and have a **drink. Others** go to their **friends** or do some **work.**

A1 : Is Govinda **smiling** or **crying** ?
2 : **Why** is Govinda crying ?
3 : Why is Govinda **sad** ?

B1 : Is Kamala **smiling** or **crying** ?
2 : **Why** is Kamala crying ?
3 : Why is Kamala **sad** ?

C1 : Is Govinda **smiling** or **crying** ?
2 : Is he **happy** or **sad** ?
3 : Why is he **happy** ?
4 : What is there on Govinda's face when he is **happy** ?

D1 : Is Kamala **crying** or **smiling** ?
2 : Is she **sad** or **happy** ?
3 : **Why** is she happy ?
4 : What is there on Kamala's face when she is **happy** ?
5 : When is Govinda **very** happy ?
6 : When is Govinda **not** very happy ?
7 : What will make Govinda **happy** ?
8 : What will make Govinda **sad** ?
9 : Why are Sundays **happy** days for Govinda ?
10 : Why is Govinda **not** so happy on **Mondays** ?
11 : When is a woman **happy** ?
12 : When is a woman **sad** ?
13 : When is a **man** happy ?
14 : When is a man **not** so happy ?
15 : What do women **do** when they are sad ?
16 : What do **some** men do when they are **sad** ?
17 : What do **other** men do when they are **sad** ?

P1 : Will a game of (cricket) make a boy (**happy**) ?
S : Cricket : football, etc.

2 : Are you very happy when you (do) **(reading)** ?
S : Reading : writing, stitching, cooking, work, map reading, go on fatigue, go on guard, are on parade.

3 : What does a **(man)** do when he's sad ?
S : Man : woman, boy, girl.

4 : Why are **(Sundays)** happy days for you ?
S : Sundays : Mondays, etc.

5 : When is a **(woman)** happy ?
S : Woman : man, boy, girl.

6 : When does a **(man)** give a smile ?
S : Man : woman, boy, girl, baby.

7 : What's **that** the cry of ?
N : Give a cry like that of a dog, cat, etc.

M1 : Baby Is Crying

A : Your baby's **crying.** What's it crying **for** ?
B : It's crying for **food.**
A : Why don't you **give** it some food then ? **Here,** take **this** and give it to the baby.
B : **Thank** you !

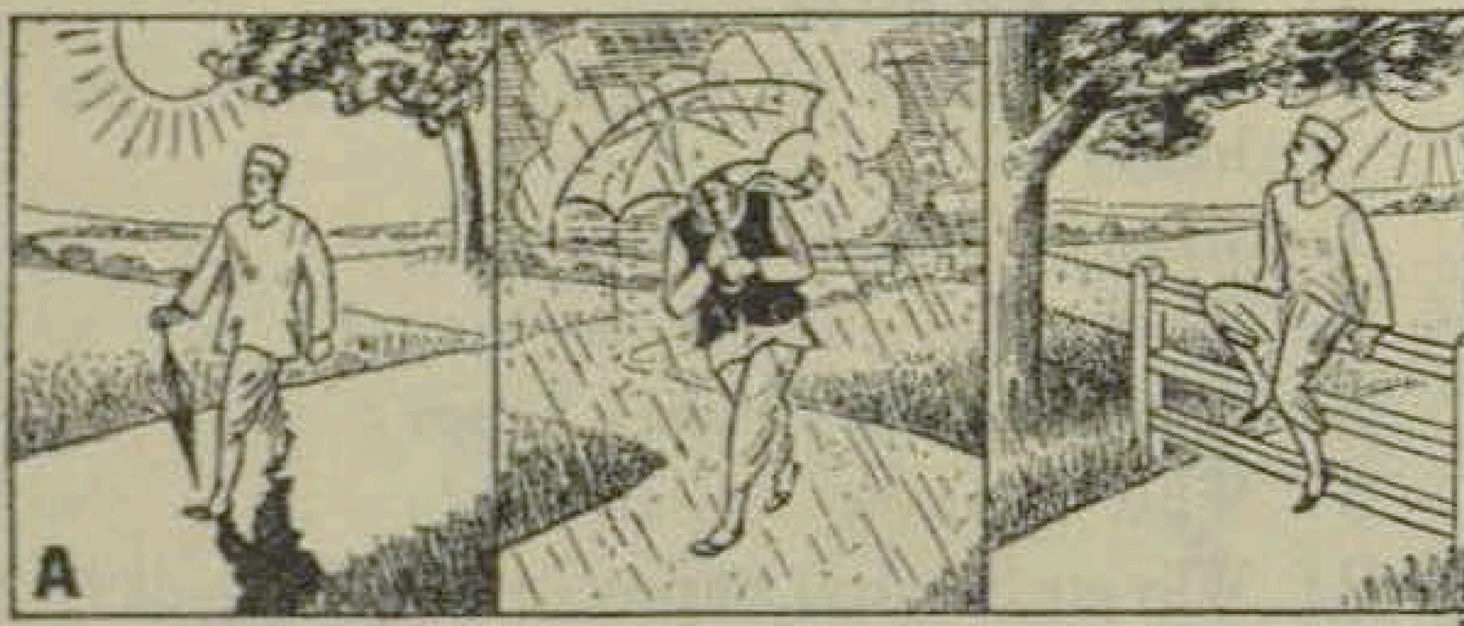
N : Let a third person take the part of the baby.

2 : He Is Happy

A : Why is Khan so **happy** ?
B : He is going on **leave** in a short time.
A : **Where** is he going ?
B : He is going to **Lahore.**

Unit 7

was, were



Yesterday Today Tomorrow

A. Today's weather report :

Yesterday was **Sunday. Today** is **Monday. Tomorrow** will be **Tuesday.**

Yesterday the weather was **warm** and **dry.** The **sky** was **clear** and there was **no** rain. There were **warm** winds from the east.

Today the weather is **wet** and **cold.** There are **clouds** in the sky and it is **raining.** With the **rain** there are **cold** winds from the **west.**

Tomorrow the weather will be **warm** and **dry.** The sky will be **clear** and there will be **no** rain.



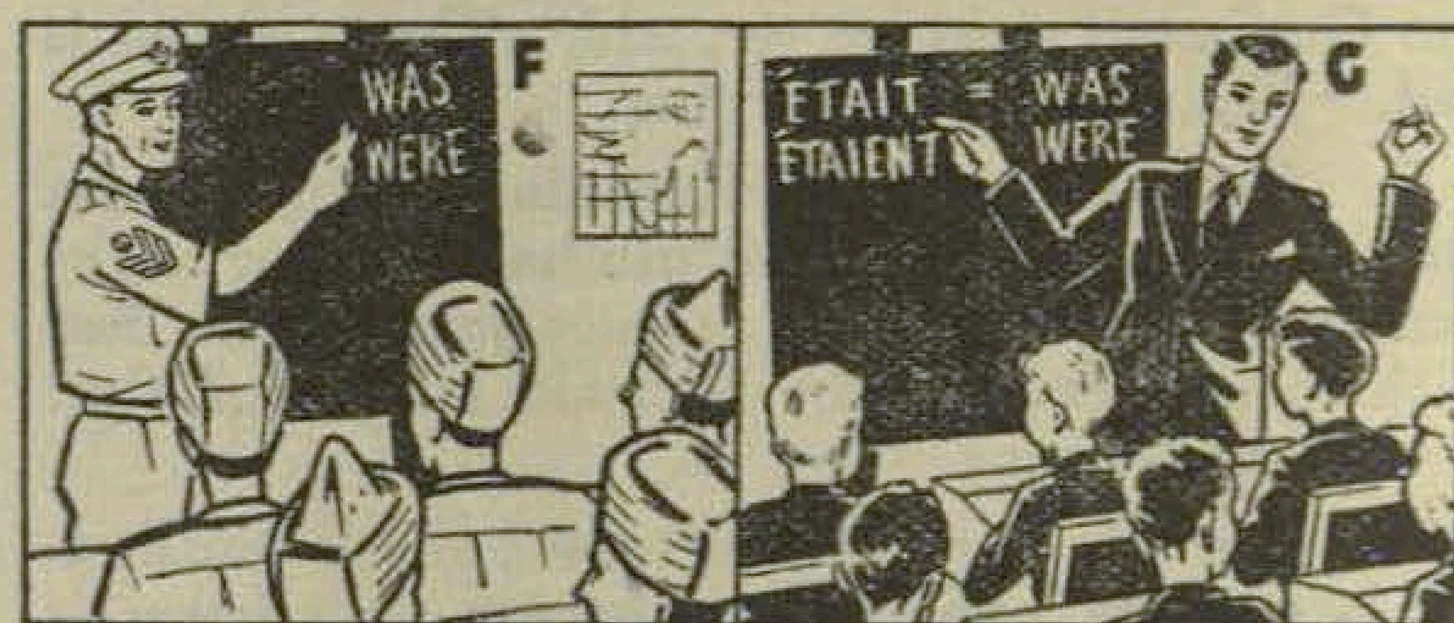
B. It is **Monday** today. Govinda is going to **school.** It is **raining** and there is an **umbrella** in his hand. There is no **smile** on Govinda's face. He is **sad.** He is on his way to **school.**

C. Yesterday was **Sunday.** There was **no** school. Govinda was very **happy.** There was a **football** match. **Yesterday** at this time Govinda was going to the **football** match. His friends were **with** him. They were all going to the football match **together.** There were **smiles** on their faces and they were all very **happy.** The match was at **nine.** Govinda and his friends were at the place half an hour **before** the match.



D. Kamala is cooking a **meal.** Her mother is **away.** There is no-one in the **house** and Kamala is not very **happy.** She is in front of the **fire**-place. She is making **chapatis.** The chapatis will be ready in half an **hour.**

E. Yesterday at this time Kamala was **stitching.** She was very **happy.** She was with her **friends** under a **tree.** The weather was **good ;** it was not very **warm** or very **cold.** She and her friends were all stitching **together. Some** were making **blouses ;** they were making blouses for their **sisters. Others** were making **shirts ;** they were making shirts for their **brothers.**



F. This is our **English** teacher. His name is **James White. Today** he is in **India.** He is in the **Indian Army.** He is a **sergeant** in the **Indian Army.** He is in a khaki **uniform.** In the picture he is teaching **English** to Indian **sepoys.**

G. Three years back our English teacher was not in **India ;** he was in **England.** He was not in the **Army ;** he was a teacher in a **school.** He was a teacher of **French.** He was teaching **French** to **English** boys.



H. Here are **Khan** and **Ali.** Today they are in the **Indian Army.** They are **sepoys** in the **Indian Army.** In the picture they are in a classroom **together.** They are learning **English.** They are **smiling;** they are very **happy.** They are **happy** because they are learning **English.**

I. Khan and Ali were not in the Army three years **back ;** they were in **Ferozepur** in the **Punjab.** They were not learning **English** three years back ; they were working in a **hotel.** They were not very **happy** at the hotel. Their pay was only five rupees a **month.** The **meals** were **bad** and all the seven days of the week were **working** days. There were no days of **rest ;** there was no leave every **year.** They were

not **happy** when they were working in the hotel three years **back.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS KNOW WHEN *is* AND *was*, *are* AND *were* ARE USED.

A1 : What day was **yesterday** ?
2 : What day is **today** ?
3 : What day will **tomorrow** be ?
4 : How was the weather **yesterday** ?
5 : How was the **sky** ?
6 : Was there **rain** ?
7 : Were there any **winds** yesterday ?
8 : Were the winds **warm** or **cold** ?
9 : How is the weather **today** ?
10 : Are there any **clouds** in the sky ?
11 : Where are the **winds** from ?
12 : How will the weather be **tomorrow** ?
13 : Will there be any **rain** ?

B1 : What day is **today** ?
2 : Where's Govinda **going** ?
3 : Why has Govinda an **umbrella** in his hand ?
4 : Why is Govinda **sad** ?

C1 : What day was **yesterday** ?
2 : Why was there no **school** yesterday ?
3 : Why was Govinda very **happy** ?
4 : What sort of **match** was there yesterday ?
5 : Where was Govinda **going** at this time yesterday ?
6 : Who were **with** him ?
7 : Where were they all going **together** ?
8 : What was there on their **faces** ?
9 : Were they **happy** or were they **sad** ?
10 : At what **time** was the match ?
11 : At what time were **Govinda** and his **friends** at the place ?

D1 : What's **Kamala** doing ?
2 : Where's her **mother** ?
3 : Who is there in the **house** ?
4 : Why isn't Kamala very **happy** ?
5 : Where **is** Kamala ?
6 : What is Kamala **making** ?
7 : When will the chapatis be **ready** ?

E1 : What was Kamala doing at this time **yesterday** ?
2 : Where **was** she ?
3 : Who was **with** her ?
4 : How was the **weather** ?
5 : What were she and her friends **doing** together ?
6 : What were **some** making ?
7 : For **whom** were they making the blouses ?
8 : What were the **others** making ?
9 : For **whom** were they making the shirts ?

F1 : Who's **this** ?
2 : What's his **name** ?
3 : Where is he **today** ?
4 : What is he **in** ?
5 : What is his **rank** ?
6 : What sort of **dress** is he in ?
7 : What's he **doing** ?

G1 : Where was he three years **back** ?
2 : **What** was he three years back ?
3 : What was he a teacher **of** ?
4 : To whom was he teaching **French** ?

H1 : Who are these **men** ?
2 : Where are they **today** ?
3 : What is their **rank** ?
4 : Where **are** they ?
5 : What are they **learning** ?
6 : What is there on their **faces** ?
7 : Why are they very **happy** ?

I1 : Where were Khan and Ali three years **back** ?
2 : What were they **doing** three years back ?
3 : What was their **pay** ?
4 : How were the **meals** ?
5 : What was the number of **working** days in a week ?
6 : What was the number of **rest** days in a week ?
7 : Were they **happy** ?

P1 : Was the weather **(cold)** yesterday ?
S : Cold : dry, wet, warm, clear, good, bad.

2 : Was there any **(cricket)** yesterday ?
S : Cricket : hockey, volley-ball, parade, P.T., etc.

3 : Were there any **clouds** in the sky (yesterday) ?
S : Yesterday : the day before yesterday, the day before that.

4 : How old was your **father** (a year) back ?
S : A year : two years, three years, etc.

W1 : Present-Past conversion : The weather is (cold).
2 : Present-Past conversion : The (coats) are on the shelf.
3 : Singular-Plural conversion : He was a (naik) six months back.

Unit 8

birth



A : MRS. ENGLISH : What's the **date** today, Henry ?

MR. ENGLISH [*reading*] : The **date** ?

MRS. ENGLISH : **Yes**, the **date**.

MR. ENGLISH [*pointing*]: There's a **calendar** there, on the **table**.

MRS. ENGLISH : **Where** ?

MR. ENGLISH [*pointing*]: **There**, at the back of the **bottle**. Well, what **is** the date ?

MRS. ENGLISH : It's the thirteenth of **March** . . . Tomorrow baby will be two years **old**.

MR. ENGLISH : **Yes**, the date of his birth was the fourteenth of March 1942, **wasn't** it ?

MRS. ENGLISH : **That's** right, the date of his birth was the fourteenth of March 1942.

MR. ENGLISH : Aren't we going to have a **birthday** party tomorrow ?

MRS. ENGLISH : **Yes**, we **are**.

B. Today is the **fourteenth** of **March**. Mr. English's **baby** is now two years **old**. Mr. and Mrs. English and their family are having a **birthday** party. There are **biscuits** and **cakes** and **puddings** on the table. It is baby's **second** birthday. His **first** birthday was the fourteenth of March 1943. His birthplace was **London**.

Anne is at **one** end of the table. **She** is **five** years old. Before the birth of **this** baby **she** was the baby of the family.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *birth*.

A1 : Where's the **calendar** ?

2 : What's the calendar at the **back** of ?

3 : What's the **date** ?

4 : How old will the baby be **tomorrow** ?

5 : What was the date of his **birth** ?

6 : What are Mr. and Mrs. English going to have **tomorrow** ?

B1 : What's the date **today** ?

2 : How old is the baby **now** ?

3 : What are Mr. and Mrs. English and their family having **together** ?

4 : What are on the **table** ?

5 : Is it baby's **first** or **second** birthday ?

6 : When was his **first** birthday ?

7 : What was his birth**place** ?

8 : Who's at **one** end of the table ?

9 : How old is **she** ?

10 : Who was the baby of the family before the birth of **this** baby ?

P1 : What (is) the date (**today**) ?

S : To-day : yesterday, the day before yesterday, tomorrow, last Monday, etc.

2 : What is the date of (your) **birth** ?

S : Your : your father's, your mother's, your sister's, your brother's.

M1 : **I Was Playing**

A : Where were you last **week** ?

B : I was in **Delhi**.

A : What were you doing **there** ?

B : I was playing (**football**).

S : Football ; any other game.

2 : **They Were Drinking**

A : Where were Khan and Sami last **night** ?

B : They were in the **canteen**.

A : What were they doing **there** ?

B : They were drinking (**tea**).

S : Tea : coffee, any other drink.

3 : **There Was A Parade**

A : Where were you on **Monday** after **tea** ?

B : Where was I on Monday after **tea** ?

A : **Yes**, where were you on Monday after **tea**?

B : On Monday after tea there was a **parade**.

A : At what **time** ?

B : At **five**.

A : It was **raining** at five on Monday.

B : There wasn't any rain **here**.

A : **Wasn't** there ?

B : **No**, there were no clouds in the sky. The sky was **clear**. And where were **you** ?

A : I was at the **cinema**.

B : Where were your friends, **Khan** and **Sami** ?

A : They were at the cinema **with** me. Will you come to my **quarters** today ?

B : **Yes**.

Seatwork (Units 1—8)

A. *Put the right word from this list in the spaces :* smile, cry, happy, sad, baby, old, young, new, very, boy, girl, woman, dress, skirt, at.

1. Ram is a man ; Sita is a..........
2. Govinda is a boy ; Kamala is a..........
3. Mahomed is eighty years old ; he is very..........
4. Abdul is only twenty years old ; he is..........
5. I am twenty-two years..........
6. Is a man old..........thirty-five ?
7. My father is five feet ten ; he is tall. My brother is six feet four ; he is..........tall.
8. A very young boy or a girl is a..........
9. There are holes in the cloth of that umbrella. It is not a..........umbrella ; it is an old umbrella.
10. Every other boy has new shoes but Abdul hasn't any new shoes ; that is why Abdul is..........
11. He is..........because he is sad.
12. When I am with my friends, I am very..........
13. Gopal is very happy ; that is why he is..........
14. There is a..........on his face ; he is very happy.
15. Is that the..........of a dog or of a cat ?

B. *Ram, Sita, Govinda, Gopal, Kamala and Vimala are a family :*

1. Govinda and Kamala are..........and..........
2. Ram is Govinda's..........
3. Sita is Kamala's..........
4. Govinda and Gopal, Kamala and Vimala are Ram and Sita's..........and..........
5. A father, a mother and their sons and daughters are a..........

C. *Put the words in sloping print in the plural and make other necessary changes :*

1. A *man* never puts on a skirt.

....

2. Is there a *woman* in this picture ?

....

3. This *baby* has no teeth.

....

4. My *daughter* is married.

....

5. This *dress* is new.

....

D. *Put the right word in the spaces :*

1. His brother..........married.
2. I..........two sons and three daughters.
3. When a man is happy he..........a smile.
4. When a woman is sad she..........a good cry.
5. The girl is..........on her dress.

E. *Put a line through the wrong word or words in the brackets :*

1. This is Govinda ; (he, she, it) is sixteen.
2. Kamala is going to school ; (he, she, it) has some books in a bag.
3. Gopal is in school ; give this pen to (him, her, it).
4. Vimala has my umbrella ; take my umbrella from (him, her, it).
5. Govinda has a hat on (his, her, its) head.
6. What has Kamala in (his, her, its) bag ?
7. Those girls are my sisters ; (she, they) are reading.
8. My sisters are very tired ; I am making some tea for (them, her).
9. Every day the girls go out with (their, her) friends.
10. This is not my hat ; take (it, he, she) away.

F. *Give the answers to these questions :*

1. What is the number of men in your class ?

....

2. Is football a boys' game or a girls' game ?

....

3. Is a skirt part of a man's dress or of a woman's dress ?

....

4. What's a woman to her son ?

....

5. What's your family name ?

....

6. How old are you ?

....

7. How old were you five years back ?

....

8. When are you happy ?

....

9. When are you sad ?

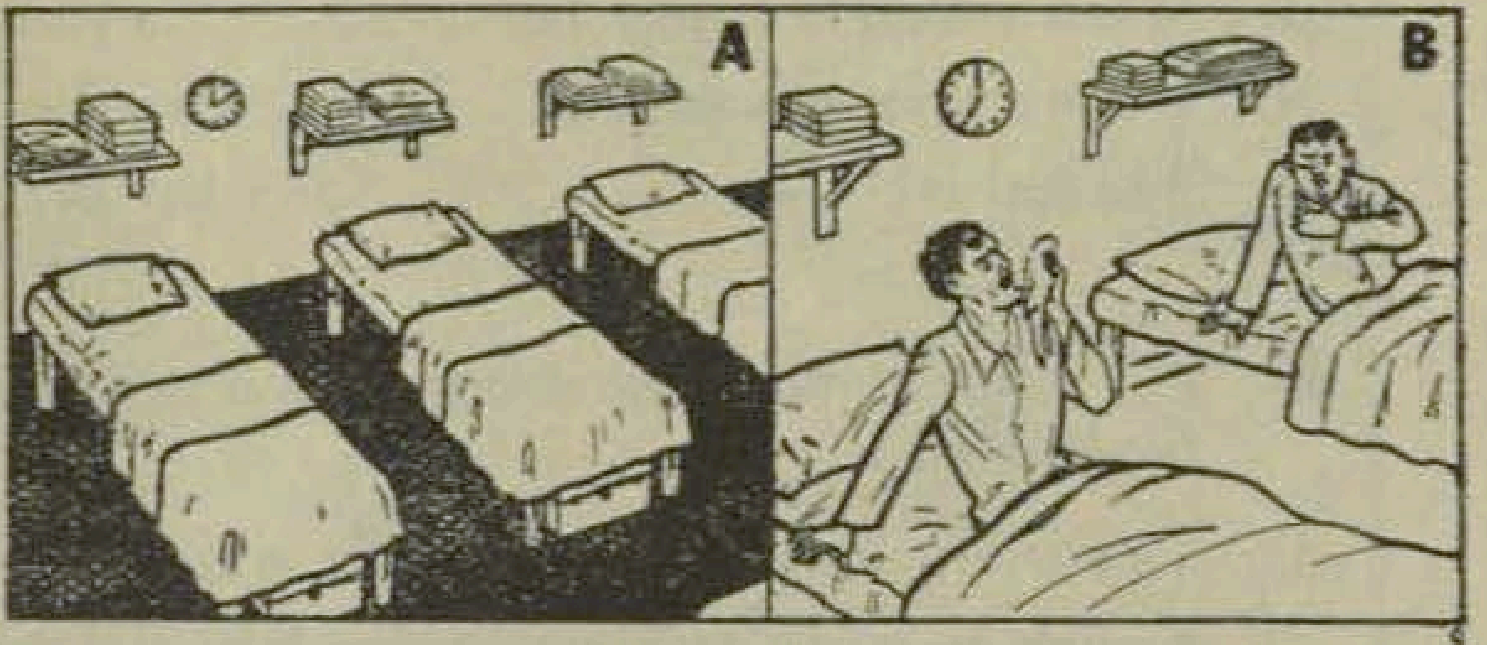
....

10. What do you do when you are sad ?

....

Unit 9

bed, still, cough, sneeze



A. This room has a number of **beds** in it. It is a **barrack**-room. The bed on the **left** is **Khan's** bed. Here Khan comes every night after his meal. All the beds are six feet three inches **long. Over** every bed is a **shelf** for **books** and **clothing. Under** every bed is a **kit-box.**

Every bed has some **bedding** on it—two sheets and a **blanket.** The beds are **ready.** Khan and his friends make their beds **every** morning before 'inspection.'

Khan goes to bed at half past **nine** every night and gets up at **six** in the morning. When he is on **leave** he goes to bed at **twelve** and gets up at **ten.** Khan's **mother** goes to bed at **ten** and gets up at half past **five.** Khan's **father** goes to bed **last.** He goes to bed at **one** o'clock in the **morning** and gets up at **six.** But he goes to bed a **second** time in the day, after his mid-day **meal.**

B. It is seven o'clock in the morning but Khan and his friend Sami are **still** in **bed.** Khan has a bad **cold** and Sami has a bad **cough.** Khan has a cold in the **head** and Sami has a cold in the **chest.** Khan was out in the rain all day **yesterday.** That is why he has a cold **today.** He is **sneezing** but he is not **coughing.** Sami was out in the cold last night without a warm **coat.** That is why he has a cough **today.** He is **coughing** but he is not **sneezing.** When a man has a **cold** he goes on **coughing** or **sneezing, sometimes** coughing **and** sneezing.

Khan has a bit of **cloth** in his hand. He puts it to his nose whenever he gives a **sneeze.** Sami has **no** cloth. So whenever he gives a **cough** he puts his open **hand** in front of his mouth. Khan was sneezing all through the **night** and he is **still** sneezing. **Sami** was **coughing** all through the night and he is **still** coughing.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE DIFFERENCE BETWEEN *cough* AND *sneeze* AND THE SENSE OF *still.*

A1 : What **room** is this ?
2 : Where's **Khan's** bed ?
3 : When does Khan come here every **night** ?
4 : How **long** are the beds ?
5 : What's **over** every bed ?
6 : What's the shelf **for** ?
7 : What's **under** every bed ?
8 : What has every bed **on** it ?
9 : What's the number of **sheets** in the bedding ?
10 : When do Khan and his friends make their **beds** ?
11 : At what **time** does Khan go to bed ?
12 : At what time does he get **up** ?
13 : At what time does Khan go to bed when he's on **leave** ?
14 : At what time does he get **up** ?
15 : When does Khan's **mother** go to bed ?
16 : When does she get **up** ?
17 : Who goes to bed **last** ?
18 : **When** does he go to bed ?
19 : When does he get **up** ?
20 : When does he go to bed a **second** time in the day ?

B1 : What's the **time** ?
2 : Who are still in **bed** ?
3 : **Why** are they still in bed ?
4 : What's wrong with **Khan** ?
5 : What's wrong with **Sami** ?
6 : Why has Khan a **cold** ?
7 : Who is **sneezing** ?
8 : Why has Sami a **cough** ?
9 : Is Sami **coughing** or **sneezing** ?
10 : What does a man **do** when he has a cold ?
11 : What has Khan in his **hand** ?
12 : What does he do whenever he gives a **sneeze** ?
13 : What does **Sami** do whenever he gives a **cough** ?
14 : Why doesn't **Sami** put a bit of cloth to his mouth ?
15 : Who was **sneezing** all through the night ?
16 : Who is **still** sneezing ?
17 : Who was **coughing** all through the night ?
18 : Who is **still** coughing ?

P1 : At what time (do) (you) go to **bed** ?
S : You : your father, your mother, your brother, your sister. Do : does, does, does, does.

2 : At what time (do) (you) get **up** ?
S : You : your father, your mother, your brother, your sister. Do : does, does, does, does.

3 : Who makes (your) **bed** for (you) ?
S : You : your father, your mother, your brother, your sister.

4 : Do you ever have your (tea) in **bed** ?

S : Tea : morning meal, etc.

5 : Do you ever do any **(reading)** in bed ?

S : Reading : writing, stitching, etc.

6 : Is this a **(cough)** or a **sneeze** ?

N : Give a cough or a sneeze.

7 : When do you give a **(cough)** ?

S : Cough : sneeze.

M1 : When You Are Coughing

A : You're **coughing** and **sneezing.**

B : Yes, I've a very bad **cold.**

A : Why don't you put your **hand** in front of your mouth when you give a **cough** or a **sneeze** ?

B : **Sorry** ! [*Puts his hand in front of mouth.*]

2 : You Have A Bad Cough

A : **Hullo** ! . . . Where are you **going** ?

B : I'm going to the **M.I.** room.

A : What **for** ?

B : I've a bad **cold.**

A : **Yes,** you're **coughing** and **sneezing.**

B : I was out in the **rain** last night.

A : **Were** you ?

B : **Yes.**

A : Without a **coat** ?

B : **Yes, without** a coat.

A : What were you doing in the **rain** ?

B : I was going to my friend's **house** . . . . Well, I'm **going.** The doctor won't be there after **eleven.**

A : All right, good **luck.**

3 : He Is Still There

A : Where's Ram **Singh** ?

B : He's in **Egypt.**

A : He was in Egypt three years **back.** Is he **still** there ?

B : **Yes,** he is **still** there.

4 : I Am Still A Lance-Naik

A : What's your **rank** ?

B : I'm a **lance-naik.**

A : You were a lance-naik two years **back.** Are you **still** a lance-naik ?

B : **Yes,** I am **still** a lance-naik.

Unit 10 : Revision

M1 : Is Still On Table

A : What are on the **table** ?

B : A **box** and a **pencil** are on the table.

A [*after taking box off*] : Is the box on the table **now** ?

B : **No,** it **isn't.**

A : And the **pencil** ?

B : The **pencil** is still on the table.

S : Box and pencil : any two things.

2 : Is Still Wet

A : My wet (coat's) out in the **sun.** Please go and **get** it.

B : All **right.** [*Goes out*].

A [*after B comes back*] : Where's the **coat** ? Isn't it **dry** ?

B : **No,** it's **still** wet.

A : I'll put on my **other** coat then.

S : Coat : shirt, dhoti, trousers, shorts.

3 : Still Has A Game

A : Where are you **going** ?

B : To my **tennis.**

A : You're **forty** years **old.** Do you **still** have a game of tennis every day ?

B : I'm **only** forty ; I'm still **young.**

S : Tennis : any other game.

4 : Make My Bed

A [*coming into room*] : It is **nine** o'clock and you are **still** not ready.

B : Ready for **what** ?

A : Ready for the **pictures.**

B : I'm not **coming.** I'm very **tired,** and I have a bad **foot.**

A : Well, **I'm** going then.

B : Will you get my **bed** ready before you go ?

A : **All** right. Where's your **bedding** ?

B : Isn't it under my **bed** ?

A : **No,** it **isn't.**

B : It was under my bed in the **morning . . .**

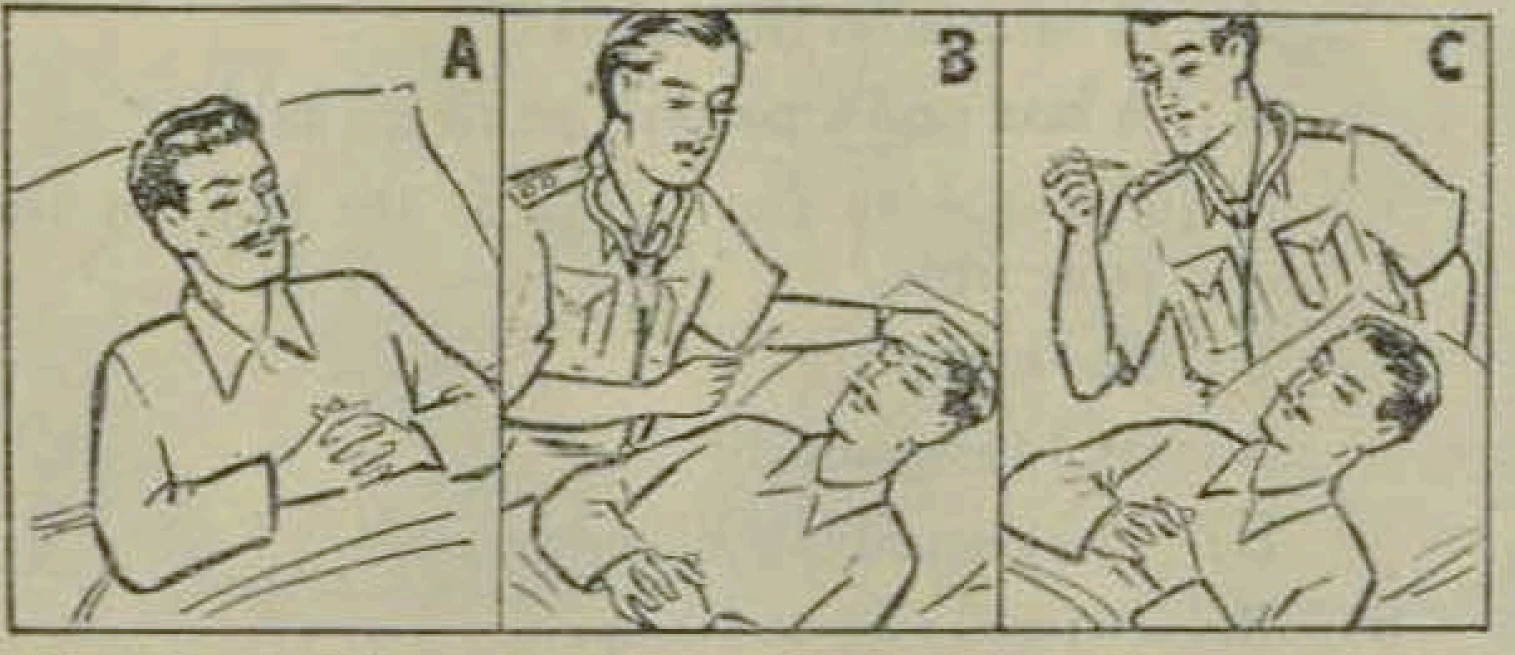
A : **There** it is, on top of the **cupboard.** [*After making bed*] : **There** you are ! Now your bed's **ready.**

B : **Thank** you, A ! **I'm** going to bed. Good **night !**

A : Good **night** !

Unit 11

ill, wound, pain

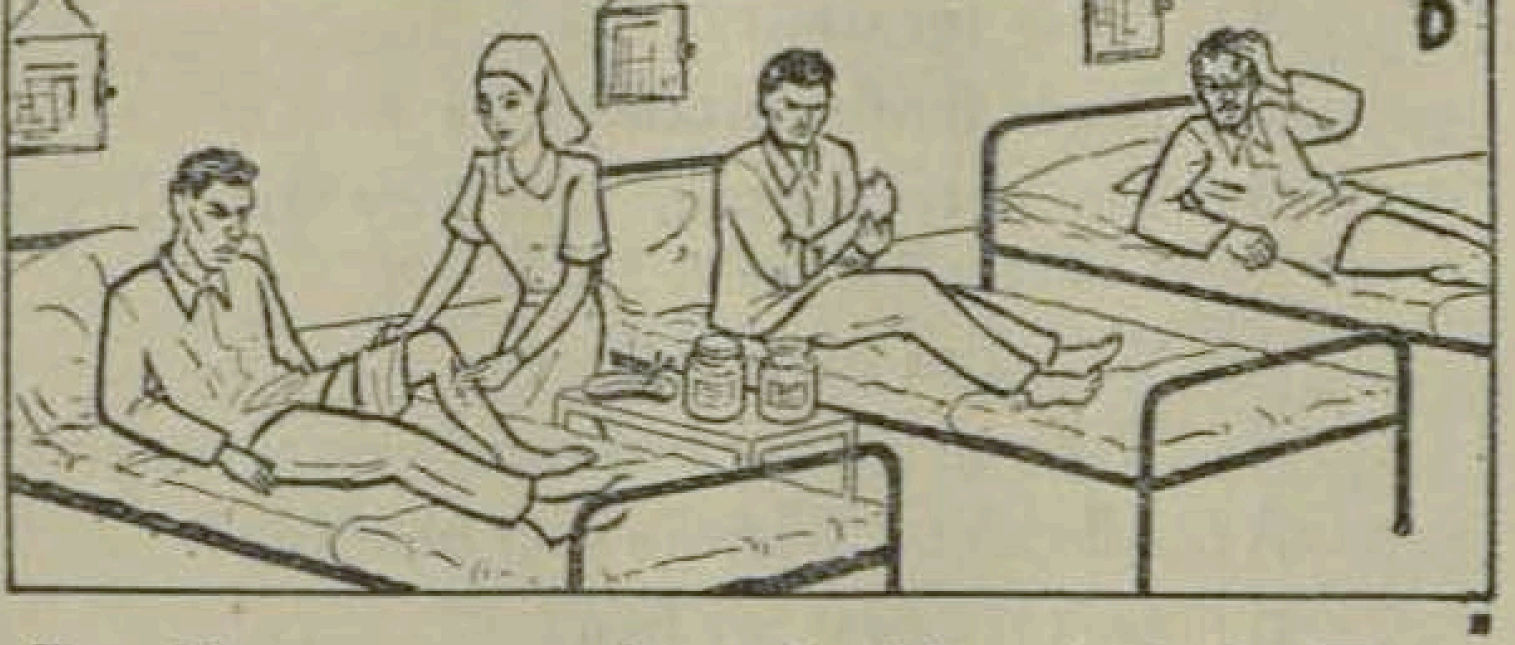


A. Poor Khan is **still** in bed. He will not go on **parade** today. He **still** has a bad cold. He is not **well**; he is **ill. That** is why he will not go on **parade** today. The doctor will give Khan some '**medicine**'. After Khan takes the **medicine** he will be **well.** Khan was out on a cold night without a warm **coat.** That is why he is **still** ill in bed with a cold **today.**

B. The doctor is at Khan's **bedside.** His **left** hand is on Khan's **head.** Has Khan '**fever**'? In the doctor's **right** hand there is a '**thermometer**'. He will put the thermometer under Khan's **tongue.** After one minute he will take the thermometer **out.**

C. The thermometer is now in the doctor's **hand.** Khan's 'temperature' is only **99.** Khan is not **very** ill. He will get up and go to work in a **day** or **two.**

We **all** get ill **some** time or other. **Sometimes** we are ill with only a **cold; sometimes** we are ill with a cold and **fever.** When a man is ill with **fever** he does not do any **work**; he has a rest in **bed.** Bad **weather** sometimes makes us ill. Bad **food** sometimes makes us ill. When we are **ill** or when we have **fever** we go to a **doctor.** The doctor gives us **medicine.** Sometimes the medicine has a very **bitter** taste. We are all **sad** when a friend is **ill** or has **fever.**



D. Here are a **number** of soldiers in bed. They are in a **hospital.** They are **all** ill. But they are not ill with a **cold** or **fever.** The **first** soldier has a wound in the **leg,** and the wound is giving him **pain.** The **second** soldier has a wound in the **arm**; and **his** wound is giving **him** pain. The **third** soldier has a wound in the **head**; and **his** wound is giving **him** pain. The **first** has a pain in the **leg**; the **second** has a pain in the **arm**; and the **third** has a pain in the **head.**

There is a woman with the **first** soldier. She is a **nurse.** The nurse is putting warm **water** on the wound. After that she will put a **dressing** on it. The nurse will put a dressing on the wound **every** day for **three** days. After a time the leg will be all **right** and the soldier will have **no** pain. Then he will get up and go back to **work.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *ill, pain, wound.*

A1: Who is **this**?
2: Why will he not go on **parade** today?
3: Who will give Khan **medicine**?
4: When will Khan be **well**?
5: Why is Khan **ill** today?

B1: Who's at Khan's **bed-side**?
2: Where's the doctor's left **hand**?
3: What's wrong with **Khan**?
4: What's in the doctor's **right** hand?
5: Where will the doctor put the **thermometer**?
6: When will he take the thermometer **out**?

C1: Where's the thermometer **now**?
2: What's Khan's **temperature**?
3: How ill **is** Khan?
4: When will he go to **work**?
5: We **all** get ill **some** time or other. What are we ill **with** sometimes?
6: What does a man do when he's ill with **fever**?
7: What sometimes makes us **ill**?
8: What makes us ill at **other** times?
9: To whom do we **go** when we are ill?
10: To whom do we go when we have **fever**?
11: What does the doctor **give** us?
12: What sort of **taste** has the medicine sometimes?
13: When are we all **sad**?

D1: Where are the **soldiers**?
2: Where are the **beds**?
3: Why are the soldiers in **bed**?
4: What's wrong with the **first** soldier?
5: What's the wound **doing** to him?
6: What's wrong with the **second** soldier?
7: What's the wound **doing** to him?
8: Who has a wound in the **head**?
9: What's the wound **doing** to him?
10: Who has a pain in the **leg**?
11: Where has the second soldier **pain**?

12 : Who has a pain in the **head** ?
13 : Who's with the **first** soldier ?
14 : What **is** she ?
15 : What's the nurse **doing** ?
16 : What will she do after **that** ?
17 : What will the nurse do to the wound every day for three **days** ?
18 : What will the soldier do when he is all **right** ?

P1 : When your (**father**) is ill, are you sad or happy ?
S : Father : mother, brother, sister.

2 : Does a man go to (**office**) when he is ill ?
S : Office : work, parade, P.T., etc.

3 : Does bad (**weather**) make a man ill ?
S : Weather : food, water.

4 : Do you have (**rice**) when you have fever ?
S : Rice : chapatis, eggs, any other food.

5 : Does a wound in the (**head**) give you pain ?
S : Head : neck, chest, arm, leg, foot, face, neck, back.

M1 : I Have Fever

A : Why aren't you **working** ?
B : I'm **ill.**
A : What's **wrong** with you ?
B : I have (**fever**).
S : Fever : a cold, a cough, a pain in the chest, a wound in the leg.

2 : I Have A Pain

A : Why are you in **bed** ?
B : I've a pain in the (**head**).
A : Why don't you go to a **doctor** then ?
B : I **will.**
S : Head : eye, nose, ear, tooth, throat, stomach.

3 : I Have A Wound

A : You are not **well.**
B : **No,** I have a wound in the (**neck**).
A : Is the wound giving you **pain** ?
B : **Yes.**
S : Neck : chest, back, arm, leg, knee, foot.

4 : Bone Is Paining Me

A : Are you **ill** ?
B : **Yes.** I'm in **pain.**
A : What's **paining** you ?
B : A (**bone**) in my **leg** is paining me.
S : Bone : muscle.
N : *Fever, thermometer* and *medicine* are not Basic.

Seatwork (Units 9—11)

A. *Put the right word from this list in the spaces :* birth, sneeze, cough, bed, still, ill, pain, wound, fever, medicine, wrong.

1. The date of my.................................... is March the 21st, 1925 ; I am twenty years old.
2. What is..................with you ? Have you a cold ?
3. Bad food will make a man..............................
4. The.............................in my arm is from a knife.
5. The wound in his chest is giving him great.........
6. You have a bad cold ; you are..............and............
7. His temperature is 101 ; he has..........................
8. My friend is ill ; I am going to a doctor to get some...for him.

B. *Put the right word in the spaces :*

1. It is ten o'clock ; I am going...........................bed.
2. He sometimes does reading...........................bed.
3. At what time do you get.......................................?
4. Gopal is ill........................... a pain in the head.
5. That sepoy has a wound in...........................arm.

C. *Put the right word in the spaces :*

1. Who..your bed for you ?
2. We..to bed at ten.
3. We do not...up before seven.
4. He...ill every other day.
5. I am not well ; I...fever.
6. Khan....................................a bad wound in the head.
7. Put your hand in front of your mouth when you...a cough or sneeze.
8. You...a very bad cough.
9. My right eye is.......................................me pain.
10. Bad food will sometimes...............................us ill.

D. *Put ' yesterday ' in the place of ' today ' and make other necessary changes :*

1. Today is Monday.
....
2. Today the weather is cold.
....
3. Today there is no school.
....
4. Today Abdul is very happy.
....
5. Today there are clouds in the sky.
....
6. Today the winds are warm.
....

Unit 12

healthy



12

A. This is a picture of **Akbar.** He is a very **healthy** soldier. He is **never** ill. He goes out in **cold** weather; he goes out in **wet** weather. The **cold** weather never gives him a **cold ;** the **wet** weather never gives him a **fever.** He is a very **happy** man. He is very **happy** because he is **healthy.** Akbar's **family** is very healthy. The **father** is a very healthy **man.** The **mother** is a very healthy **woman.**

Akbar's family comes from a very **healthy** part of India. The **summers** are not very **warm ;** the **winters** are not very **cold.** That is why **this** part of India is very **healthy.**

B. This is **Sami.** Sami was in **Burma** sometime back. When he was in **Burma** he was ill all the **time.** He was ill with **malaria.** Sami was a very **healthy** man before he was in **Burma. Now** he is **not** so healthy. When he goes out in **cold** weather he gets a bad **throat.** When he goes out in **wet** weather he gets a cold in the **head.** When he has **eggs** he gets a pain in the **stomach.** Every day there is something **wrong** with him ; he is not a **healthy** man. He was **very** healthy when he was a **boy.** That was before he was in **Burma.** But now he is **not** very healthy. Last year he was in hospital six **times.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *healthy*.

A1 : Who's **this** ?
2 : Is he ever **ill** ?
3 : Why is he **never** ill ?
4 : Does he go out only in the **warm** weather ?
5 : Does he go out only in **dry** weather ?
6 : Does he ever get a **cold** ?
7 : Does he ever get a **fever** ?
8 : Why is he very **happy** ?
9 : Why is he very **healthy** ?
10 : **Who** are very healthy in Akbar's family ?
11 : Where does Akbar's family **come** from ?
12 : How are the **summers** in that part of India ?
13 : How are the **winters** ?

B1 : Who's **this** ?
2 : Where was he sometime **back** ?
3 : Was he very **healthy** when he was in Burma ?
4 : What was he **ill** with ?
5 : When was Sami very **healthy** ?
6 : When does he get a bad **throat** ?
7 : When does he get a cold in the **head** ?
8 : When does he get a **pain** in the **stomach** ?
9 : When was he very **healthy** ?
10 : When was **that** ?
11 : What number of **times** was he in hospital last year ?

P1 : Is your **(father)** a **healthy** (man) ?
S : Father : mother, brother, sister.

2 : Is **(dry)** weather **healthy** weather ?
S : Dry : wet, warm, cold.

3 : Is **(tea)** a healthy **drink** ?
S : Tea : coffee, milk, cocoa, etc.

4 : Are **(eggs)** a healthy **food** ?
S : Eggs : potatoes, apples, oranges, chapatis.

M1 : **A Healthy Place**

A : Is this a **healthy** place ?
B : **No,** it is **not.**
A : **Why** not ?
B : The **summers** are very **warm** and the **winters** are very **cold.**

2 : **Healthy Men Are Happy**

A : Are **healthy** men **happy** ?
B : **Yes,** as a **rule.**
A : Are **happy** men **healthy** ?
B : **Some** happy men are healthy.

3 : **Ill On Leave**

DOCTOR : Good morning, **Sami.** Are you on **leave** ?

SAMI [*in bed*] : **Yes,** I'm on **leave.**

DOCTOR : I see you're **ill.** What's wrong with you **this** time ? **Last** time it was a **cold.**

SAMI : **This** time I have a pain in the **chest.**

DOCTOR [*putting hand on body*] : You have **fever** . . . [*Takes thermometer out*] : I'm going to put this thermometer under your **tongue** . . . **There,** thank you ! . . . . . . [*After one minute*] : I'll take it **out** now . . .

SAMI : **Well,** doctor ?

DOCTOR : **Yes**, you have a **fever** . . Now where's the **pain** ?

SAMI [*pointing*] : **This** part's paining me.

DOCTOR : **Here** ?

SAMI : **Yes**.

DOCTOR : Have you any pain in any **other** place ?

SAMI : **No**, doctor, I **haven't.**

DOCTOR : Now put out your **tongue** . . . **That's** right. [*Writing name of medicine*] : Take this medicine **three** times a day after **meals.** You'll be **well** in a short time.

SAMI : **Thank** you, doctor.

DOCTOR : **Good** day !

SAMI : **Good** day !

4 : Not A Healthy Man

SITA : What's wrong with **Prem,** doctor ?

DOCTOR : He has a **cold** with **fever.**

SITA : He is ill every other **day,** doctor. Isn't this a **healthy** place ?

DOCTOR : This is a **very** healthy place. **I** don't get ill every other day. **Govinda** doesn't get ill. Prem is not a very healthy **boy**. **That's** why he's ill every other day.

SITA : He was **very** healthy when he was a **baby,** doctor.

DOCTOR : What sort of **food** does he have ?

SITA : **Rice, soup**...

DOCTOR : Why don't you give him **eggs** ? **Eggs** are a **very** healthy food.

SITA : **Eggs** give him a pain in the **stomach.**

DOCTOR : I am giving him some **medicine** to take the pain **away.**

SITA : **Thank** you, doctor.

DOCTOR : **He'll** be all right in a day or two. **Good** day !

SITA : **Good** day, doctor !

5 : Healthy But Not Happy

A : What's wrong with **Umesh** these days ? He never has a **smile** on his face.

B : **No, nothing** makes him happy ; he is very **sad** about something.

A : What **is** it ? He's a very **healthy** man, isn't he ?

B : **Yes,** he's **very** healthy, he **never** gets ill. But his **father** is very old and ill, and Umesh won't be getting any **leave** for a **long** time.

A : So **that's** why he's so sad.

B : **Yes,** it's because of his **father.**

Seatwork (Unit 12)

A. *Put ' an hour back ' in the place of ' now ' and make any other necessary changes :*

1. Now she is putting on her dress.
....
2. Now he is getting the fruit off the trees.
....
3. Now we are having our meal.
....
4. Now I am giving the dog milk.
....
5. Now they are putting the cups back in the cupboard.
....
6. Now you are doing some work.
....
7. Now I am going to my friend's house.
....

B. *Put the errors right, if any :*

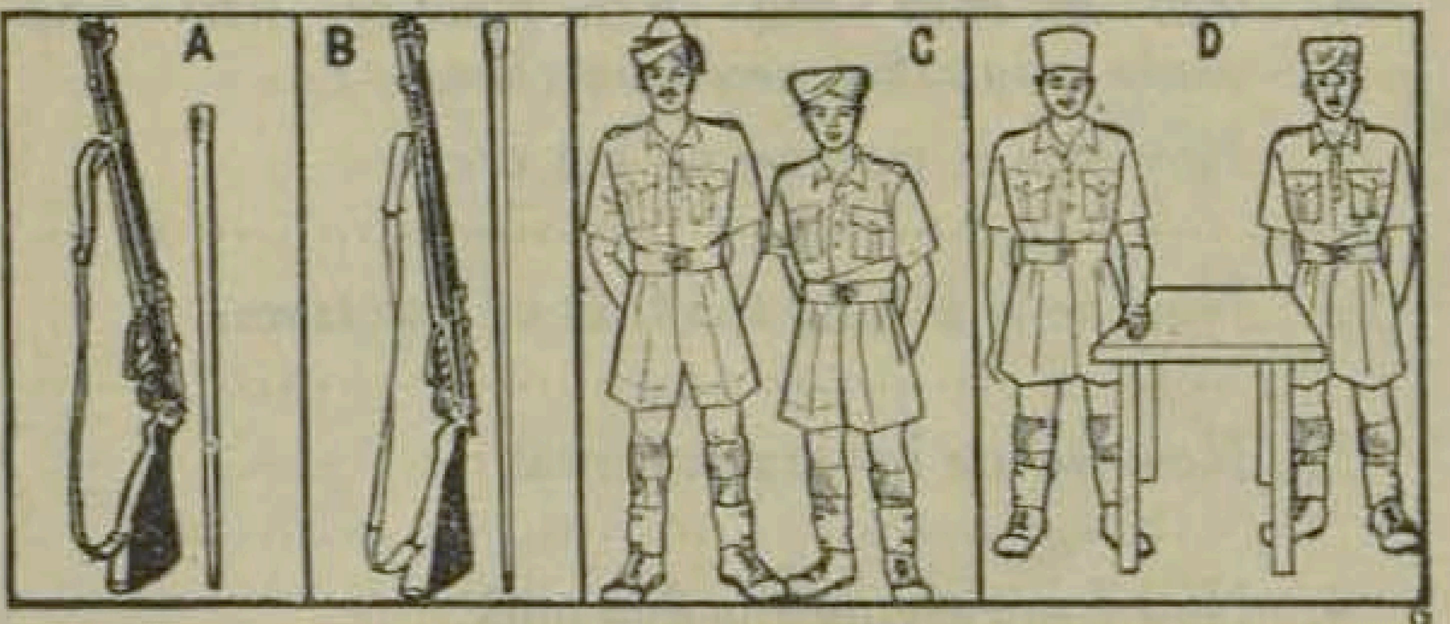
1. Yesterday Khan is ill.
....
2. Today I was happy.
....
3. Tomorrow was Monday.
....
4. Yesterday will be Tuesday.
....
5. A year back I am ten years old.
....
6. Two years from today he is thirteen years old.
....
7. Last Sunday at this time you are going to school.
....

C. *Give the answers to these questions :*

1. How old were you two years back ?
....
2. How was the weather yesterday ?
....
3. What is the date of your birth ?
....
4. At what time do you go to bed ?
....
5. At what time do you get up ?
....
6. When does a man give a cough ?
....
7. What will make a man ill ?
....

Unit 13

as . . . . . . as



A. This is a picture of a **stick** and a **rifle.** The **rifle** is three and a **half** feet long. The stick is only **three** feet long. The stick is **not as long as** the rifle.

B. This is a picture of **another** stick and **another** rifle. **This** rifle is **four** feet long. This **stick** is **four** feet long. The **stick** is **as long as** the rifle. The **rifle** is **as long as** the stick.

C. Khan is on the **left** and **Das** is on the **right. Khan** is five feet **ten** inches tall. **Das** is only five feet **three** inches tall. **Das** is **not** as tall as **Khan.**

D. Sami is at the **left** side of the table ; **Ganpat** is at the **right** side of the table. **Sami** is **five** feet **four** inches tall. **Ganpat** is **five** feet **four** inches tall. **Ganpat** is as tall as **Sami. Sami** is as tall as **Ganpat.**

In **India** the summers are **warm.** In **England** the summers are **warm.** But the summers in **England** are **not** as warm as the summers in **India.** The winters in north **India** are cold. The winters in **England** are cold. But the winters in north **India** are **not** as cold as the winters in **England.**

A day in **winter** is **not** as long as a day in **summer.** A night in **winter** is **not** as long as a night in **summer.**

C : CHECK UNDERSTANDING OF *as . . . as* BY A REFERENCE TO THE LEARNERS' OWN LANGUAGE.

A1 : What's in this **picture** ?
2 : How long is the **rifle** ?
3 : How long is the **stick** ?
4 : Is the **stick** as long as the **rifle** ?

B1 : What are **these** ?
2 : How long is the **rifle** ?
3 : How long is the **stick** ?
4 : Is the **stick** as long as the **rifle** ?
5 : Is the **rifle** as long as the **stick** ?

C1 : Where's **Khan** ?
2 : Where's **Das** ?
3 : Who's five feet **ten** inches tall ?
4 : Who's five feet **three** inches tall ?
5 : Is **Das** as tall as **Khan** ?

D1 : Who's at the **left** side of the table ?
2 : Who's at the **right** side of the table ?
3 : How tall is **Sami** ?
4 : How tall is **Ganpat** ?
5 : Is **Sami** as tall as **Ganpat** ?
6 : Is **Ganpat** as tall as **Sami** ?
7 : How are the summers in **India** ?
8 : How are the summers in **England** ?
9 : Are the summers in **England** as warm as the summers in **India** ?
10 : How are the winters in **India** ?
11 : How are the winters in **England** ?
12 : Are the winters in **India** as cold as the winters in **England** ?
13 : Is a day in **summer** as long as a day in **winter** ?
14 : Is a night in **summer** as long as a night in **winter** ?

P1 : Is my **(finger)** as long as my **leg** ?
S : Finger : hand, arm, foot, toe.

2 : Is an **(inch)** as long as a **(foot)** ?
S : Inch : foot, yard, furlong.
Foot : yard, furlong, mile.

3 : Is **(A)** as tall as **(B)** ?
S : A, B : other names.
N : A is not to be taller than B.

4 : Is a **(son)** as old as (his) **(father)** ?
S : Father : mother.
Son : daughter.

5 : Is (a **day**) in **winter** as warm as a day in the **summer** ?
S : A day : a night, the weather, the air.

6 : Is (a **day**) in the **summer** as cold as a day in the **winter** ?
S : A day : a night, the weather, the air.

7 : Are you as good at **(tennis)** as you are at **(hockey)** ?
S : Tennis : any other game.

8 : Is your **English** as good as your **(Hindi)** ?
S : Hindi : Urdu, Marathi, Tamil, etc.

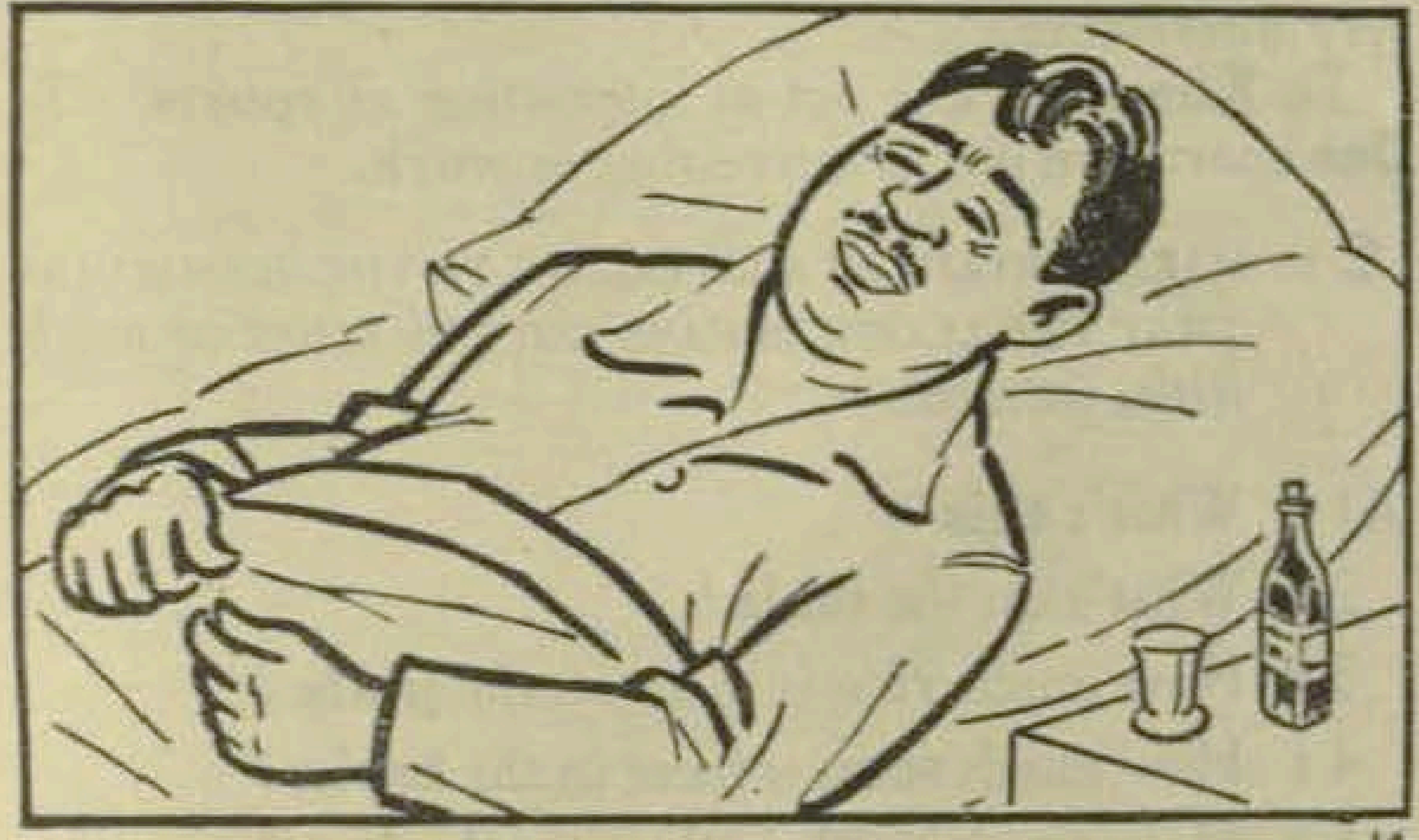
9 : Is an **(apple)** as sweet as **sugar** ?
S : Apple : orange, berry, any fruit.

W1 : Ask: Khan's (stick) is (three feet) (long). Sami's stick is three and a half feet long . . . Is Khan's stick as long as Sami's ?

2 : I am (twenty) years old. My friend is (nineteen) years old. Is my friend as old as I am ?

Unit 14

now, then, again



14

Sami is **ill.** He is in **bed.** He was ill **last** month. He is ill again **this** month. **Last** month he was ill with a **cold. This** month he is **again** ill with a cold. The **doctor** was here yesterday. He will come again **today,** after **tea.** The doctor will give Sami a **medicine.** Sami will take the medicine for some **days.** Then he will be **well** again. He is not as ill **this** month as he was **last** month.

Sami is **now** a young man of 22. Ten years **back** he was only **twelve** years old. Then he was a **boy.** Ten years before **that** he was only **two.** Then he was a **baby.** At **that** time he was very **healthy.** He is not as healthy **now** as he was **then. Then** he was **never** ill. **Now** he is ill every other **day.**

Sami's **friends** are going to the **pictures** tomorrow. But **Sami** will not go to the pictures with them. He will not go because he will not be **well** before then.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *now, then* AND *again.*

1 : Where's **Sami** ?
2 : Why's he in **bed** ?
3 : When was he ill **last** ?
4 : What was wrong with him **last** month ?
5 : What's wrong with him **again** ?
6 : Who was here **yesterday** ?
7 : When will the doctor come **again** ?
8 : What will the doctor **give** Sami ?
9 : What will Sami **do** with the medicine ?
10 : For how **long** will he go on taking it ?
11 : What will the medicine **do** to Sami ?
12 : How **ill** is Sami ?
13 : How **old** is Sami ?
14 : How old was he ten years **back** ?
15 : What was he **then** ?
16 : How old was he ten years before **that** ?
17 : What was he **then** ?
18 : When was he very **healthy** ?
19 : Is he as healthy **now** as he was **then** ?
20 : When was he **never** ill ?
21 : Who's ill every other day **now** ?
22 : When are Sami's friends going to the **pictures** ?
23 : Why will Sami not go to the pictures **with** them ?

M1 : Was A Boy Then

A : Are you a **boy** now ?
B : **No, now** I'm a **man.**
A : How old were you fourteen years **back** ?
B : Fourteen years back I was **ten.**
A : Were you a man **then** ?
B : **No,** then I was a **boy.**

2 : Will Be Old Then

A : Are you **old** or **young** now ?
B : **Now** I'm **young.**
A : How old will you be forty years from **now** ?
B : I'll be **sixty-four** years old.
A : Will you be young **then** ?
B : **No, then** I'll be **old.**

3 : Before Then

A : I'm going to office at (**six** o'clock) to-day.
B : **Yes, sir.**
A : Will my (morning tea) be **ready** before then ?
B : **Yes, sir.**

S : Six o'clock : eleven o'clock.
Morning tea : meal.

4 : Have Coffee Then

A : Have some **tea.**
B : No, **thank** you. I don't have **tea.**
A : Have some (**coffee**) then.
B : **Thank** you.

S : Coffee : milk, cocoa, etc.

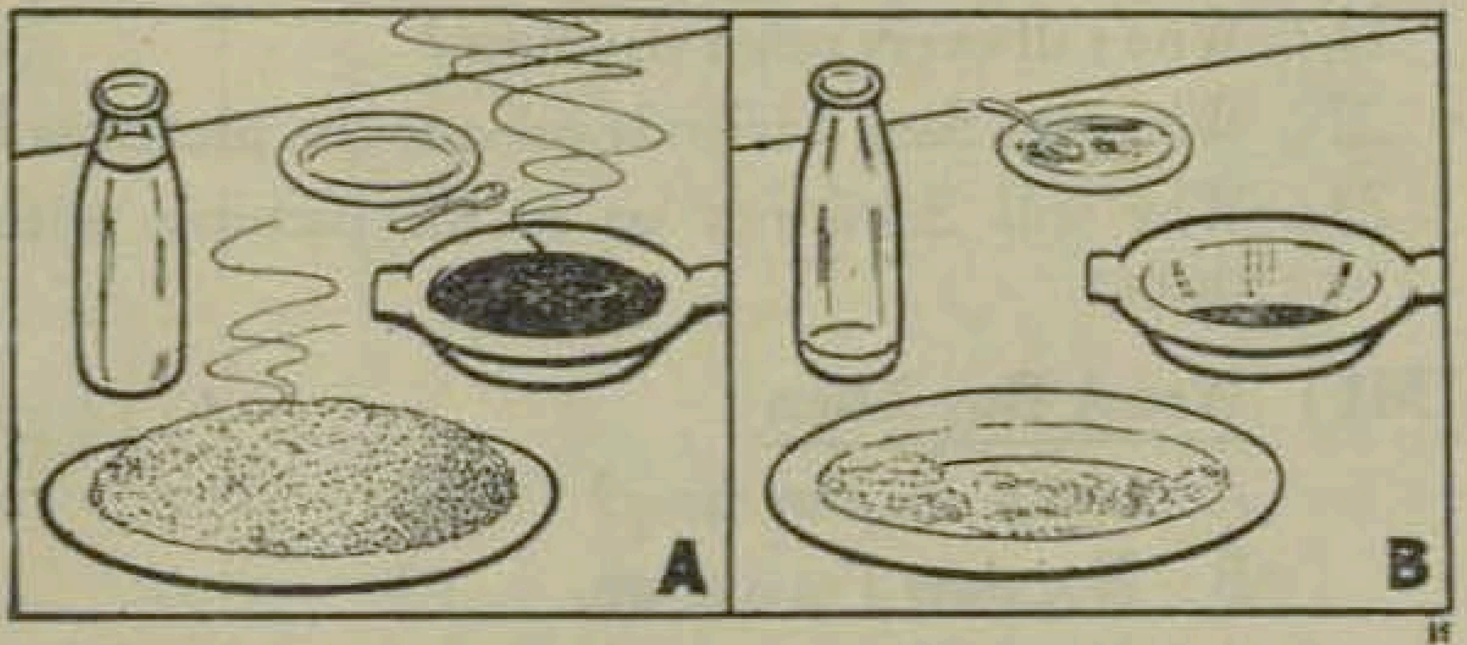
5 : Make Sharp Again

A : My (knife) was **sharp** when it was **new.**
B : It **isn't** very sharp **now.** Will you make the knife **sharp** again ?
A : **Yes.** [*After making it sharp*] : **Now** the knife's sharp again.
B : **Thank** you.

S : Knife : pin, needle, scissors, bayonet, kukri, etc.

Unit 15

much, little, interest (take part)



A. This is a table **before** a meal. On the table are a plate of **rice,** a basin of **soup** and a bottle of **milk.** There is **much** rice on the plate, there is **much** soup in the basin and there is **much** milk in the bottle.

B. This is the table **after** the meal. Now there isn't **much** rice on the plate ; there is only a **little** rice on the plate. There isn't **much** soup in the basin ; there is only a **little** soup in the basin. There isn't **much** milk in the bottle; there is only a **little** milk in the bottle. There was **much** food on the table **before** the meal. There is very **little** food on the table **after** the meal.



C. Here are **Khan** and **Das.** In front of them are two bottles of **milk.** The milk is for **Khan** and **Das.** There are **two** cups of milk in **Khan's** bottle ; there is only **one** cup of milk in **Das's** bottle.

Milk is a **good** food. Khan has much milk every **day.** That is why he is a **healthy** man. Das has only a **little** milk every day. That is why he is **not** as healthy as **Khan.**

Das does much **reading** and **writing** every day. He takes much **interest** in reading and writing. That is why he does so **much** reading and writing. Khan takes **little** interest in reading or writing. That is why he does **little** reading or writing.

Khan has much interest in **sport.** Every day after work he takes part in **some** sport or other. He is very **happy** when he is playing. Das has **no** interest in **sports.** He **never** takes part in any sports after work. He is **not** very happy when he is playing.

To **Khan** football is of **much** interest. To **Das** football is of **no** interest. To Khan hockey is of **much** interest. To Das hockey is of **no** interest.

To **Khan** cricket is a **very** interesting game. To **Das** cricket is **not** very interesting. To **Khan** tennis is a **very** interesting game. To **Das** tennis is **not** very interesting.

To **Khan** work is not as interesting as **sports.** To **Das** sports are not as interesting as **work.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *much, little, interest.*

A1 : What's **this** ?
2 : What's on the **table** ?
3 : How much **rice** is there on the **plate** ?
4 : How much **soup** is there in the **basin** ?
5 : How much **milk** is there in the **bottle** ?

B1 : What's **this** ?
2 : How much rice is there on the plate **now** ?
3 : How much soup is there in the basin **now** ?
4 : How much milk is there in the pot **now** ?
5 : How much food was there on the table **before** the meal ?
6 : How much food is there on the table **after** the meal ?

C1 : Who are **here** ?
2 : What's in **front** of them ?
3 : For **whom** is the milk ?
4 : How much milk is there in **Khan's** bottle ?
5 : How much milk is there in **Das's** bottle ?
6 : What sort of food is **good** for us ?
7 : Who has milk every **day** ?
8 : Why's Khan a **healthy** man ?
9 : How much milk has **Das** every day ?
10 : Why isn't **Das** as healthy as **Khan** ?
11 : Who does much **reading** and **writing** every day ?
12 : What does **Das** take much interest in ?
13 : Why does Das do much **reading** and **writing** ?
14 : Who takes **little** interest in reading or writing ?
15 : Why doesn't **Khan** do any reading or writing ?
16 : In what has Khan much **interest** ?
17 : What does he do after **work** every day ?
18 : When is Khan very **happy** ?
19 : Who has **no** interest in sports ?
20 : Why isn't **Das** very happy when he's playing ?
21 : What game is of much interest to **Khan** ?
22 : What game is of no interest to **Das** ?
23 : To whom is hockey of **much** interest ?

24 : To whom is hockey of **no** interest ?

25 : To whom is cricket a **very** interesting game ?

26 : To whom is cricket **not** very interesting ?

27 : Who has much interest in **tennis** ?

28 : Who has very **little** interest in tennis ?

29 : Is **work** as interesting to Khan as **sports** ?

30 : Are **sports** as interesting to Das as **work** ?

P1 : Do you do much (**reading**) every day ?

S : Reading : writing, stitching, work, map-reading, mathematics, etc.

2 : How much are (**two** and **three**) ?

S : Two and three : any other numbers.

3 : How much money have you in your (**right**) pocket ?

S : Right : left.

4 : Do you take any interest in (**reading**) ?

S : Reading : writing, stitching, your work, games, etc.

5 : Does your (**mother**) have any interest in (**cooking**) ?

S : Mother : sister, brother, etc.
Cooking : stitching, reading, etc.

6 : Is (cricket) an **interesting** game ?

S : Cricket : any other game.

7 : Is (**work**) as interesting to you as (**play**) ?

S : Work, play : reading, writing ; cooking, stitching ; hockey, football.

M1 : Gives Much Pain

A : What's **wrong** with you ?
B : I've a **wound** on my **finger.**
A : Does it give you **much** pain ?
B : **Yes,** it gives me **very** much pain.

2 : Gives Only Little Pain

A : Is that a **cut** on your finger ?
B : **Yes, it is.**
A : Does it give you any **pain** ?
B : **Yes,** but only a **little.**

3 : Do Not Have Much Rice

A : You have **fever** . . . Don't have much (**rice**) today ; have only a **little.**
B : How **much** ?
A : **Half** a (plate).
B : **All** right.

S : Rice : soup, milk, coffee, tea.
Plate : plate, glass, cup, cup.

4 : Is Raining A Little

A : **Come** on, we'll go **out.**
B : It's **raining,** isn't it ?
A : It's raining a **little** but not **much.**
B : **All** right, I'll take my **rain**-coat.

5 : Take Much Interest In

A : Why do you go on (reading) from morning to night without a minute's **rest** ?
B : Because I take much **interest** in reading.

S : Reading : writing, stitching.

6 : An Interesting Match

A : There's a very interesting (**tennis**) match today. Are you **going** ?
B : **No,** I'm **not.** I take **little** or **no** interest in **tennis.** Are **you** going ?
A : **Yes,** I **am.** I take **much** interest in tennis.

S : Tennis : any other game.

7 : Has No Interest For Me

A : **Come** on, we'll do some **reading.**
B : I've no interest in **books.**
A : Then we'll do some **writing.**
B : I don't take any interest in **writing.**
A : Then we'll have a game of **cards.**
B : Cards have **no** interest for **me.**
A : Then we'll have a game of **tennis.**
B : **Tennis** is not an interesting **game.**
A : What **do** you take an interest in then ?
B : My **food.**

8 : Is It Interesting ?

A : Where's **Khan** ?
B : He's doing some **map-reading.**
A : Does he take much **interest** in map-reading ?
B : **Yes,** he takes a **great** interest in map-reading.
A : Is map-reading **interesting** work ?
B : To **some** it's interesting work ; to **others** it **isn't.**

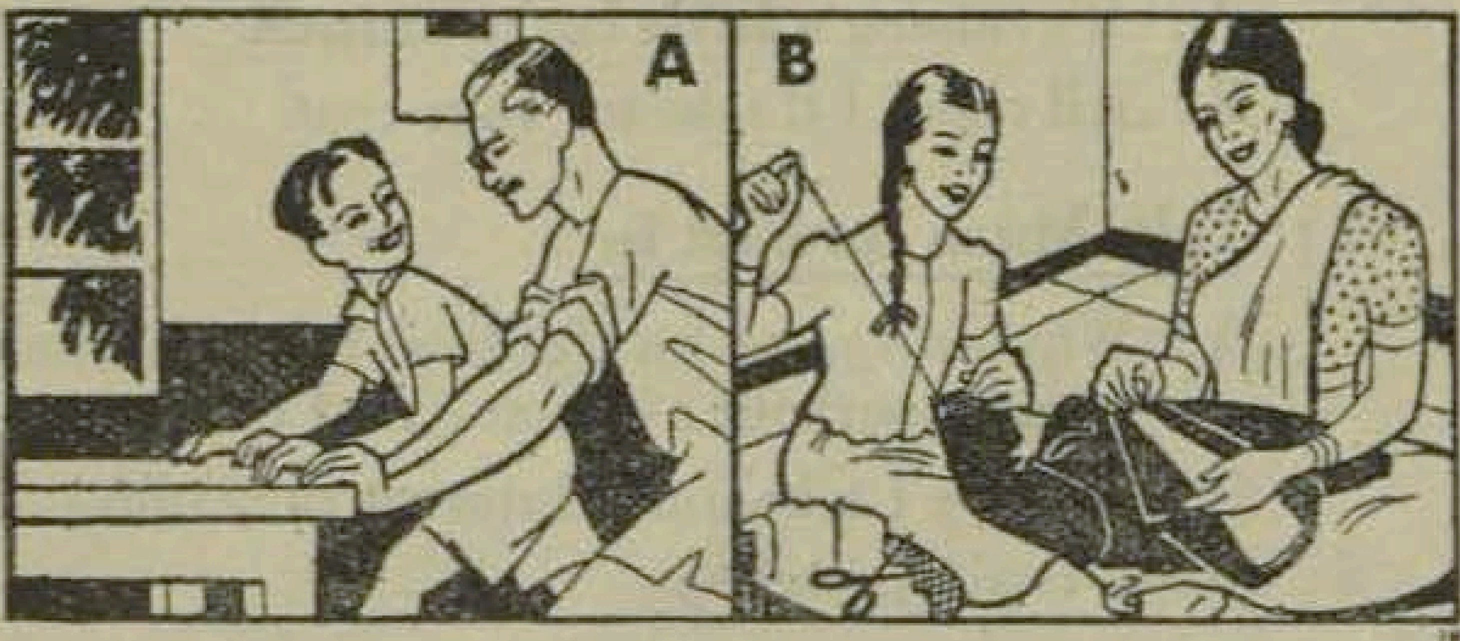
W1 : Q-A conversion : (Four) and (four) are (eight).

2 : Learners to use *much* : I take only a little interest in (cricket).

3 : Learners to use *interesting* : I have no interest in work.

Unit 16

help, pleasure



A. Here are **Ram** and his son **Govinda.** Ram is pushing his **table** under the **window.** Govinda is giving his father **help ;** he is **helping** his father. They are putting the table under the window **together.** Govinda is very **happy** when he is doing any sort of work with his **hands.** He takes much **pleasure** in doing work with his **hands.** That is why he is **helping** his father to get the **table** in the right **place.**

B. The woman is **Sita.** She is married to **Ram.** The **girl** in the picture is **Kamala.** Kamala is Sita's **daughter.** Sita is making a **coat.** Kamala is putting the **buttons** on an **arm** of the coat. She is doing **part** of the **work.** She is giving her mother **help;** she is **helping** her mother. To **Kamala** stitching is very **interesting** work. She takes much **pleasure** in stitching. That is why she is **helping** her mother to make the **coat.**



C. This is a room in Ram's **house.** **Sita** and the **cook** are getting a meal ready **together.** Sita is giving the cook **help** in his work ; she is **helping** the cook. Cooking is not part of **Sita's** work. But **cooking** gives her much **pleasure. That** is why she is **smiling.** She takes much **pleasure** in **cooking.** That is why she gives the cook **help** with her work every **day.**

D. The boy in the picture is **Prem,** Ram's second son. The man in the picture is his **teacher.** Prem is learning **English.** He is getting **help** from his teacher. The teacher is **helping** Prem in his work. Learning English gives Prem much **pleasure.** That is why he **never** goes out after school. He takes out his **English** books and does **reading** or **writing.** To **Prem** learning English is not **work** ; it is a **pleasure.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *help* AND *pleasure.*

A1 : Who is the **man** ?
2 : Who is the **boy** ?
3 : What's Ram **doing** ?
4 : What's **Govinda** doing ?
5 : Whom is Govinda **helping** ?
6 : Where are Ram and Govinda putting the **table** ?
7 : When is Govinda very **happy** ?
8 : What does he take much **pleasure** in ?
9 : Why is he helping his **father** ?
10 : What's he helping his father to **do** ?

B1 : Who is **this** ?
2 : To whom is she **married** ?
3 : Who is the **girl** ?
4 : What's **Kamala** to **Sita** ?
5 : What's Sita **making** ?
6 : What's Kamala **doing** ?
7 : Who is doing **part** of the work ?
8 : What's she giving her **mother** ?
9 : Whom is **Kamala** helping ?
10 : What's very interesting work to **Kamala** ?
11 : What does Kamala take much **pleasure** in ?
12 : Why is she helping her mother to make a **coat** ?

C1 : What's **this** ?
2 : Who are getting a meal ready **together** ?
3 : What's Sita giving the **cook** ?
4 : Who is **helping** the cook ?
5 : Is cooking part of **Sita's** work ?
6 : To whom is cooking a **pleasure** ?
7 : Why is Sita **smiling** ?
8 : What does Sita take much **pleasure** in ?
9 : Why does Sita give the cook help with his work every **day** ?

D1 : Who is **Prem** ?
2 : Who is the man in the **picture** ?
3 : What's Prem **learning** ?
4 : From whom is Prem getting **help** ?
5 : Whom is the teacher **helping** ?
6 : What gives Prem much **pleasure** ?
7 : Why doesn't Prem **ever** go out after school ?
8 : What does he **do** after school ?
9 : Is learning English **work** or is it a **pleasure** to Prem?

P1 : Who gives you help with your **(reading)** ?

S : Reading : writing, work at school.

2 : Does (a) good **(meal)** give you **pleasure** ?

S : Meal : book, film, music, game of cards, etc.

3 : Do you take any pleasure in **(reading)** ?

S : Reading : writing, stitching, cooking, making things with your hands.

4 : Do you get any pleasure from a game of **(football)** ?

S : Football : hockey, tennis, cricket, any other game.

1 : I Get Help From Brother

A : Do you get any **help** in your work from anyone ?

B : **Yes, I do.**

A : From **whom** ?

B : From my **(brother).**

S : Brother : sister, son, daughter, friend, teacher.

2 : Pleasure Not Work

A : You are still **reading** ?

B : **Yes.**

A : You do **much** reading every day.

B : **Yes,** for **me** reading isn't **work ;** it's a **pleasure.**

S : Reading : writing, stitching, cooking.

3 : Helping One Another

A : What do you do after **tea** these days ?

B : **Work** ; I'm learning **Urdu.**

A : Who's **teaching** you Urdu ?

B : **No-one.** But **Hasan Ali** is giving me some help.

A : Who's **Hasan Ali** ?

B : He's an Indian **N.C.O. He's** learning **English. I** give him help with his **English; he** gives **me** help with my **Urdu.**

A : That's a good '**idea**'.

B : Helping **him** with his **English** gives **me** much pleasure and helping **me** with my **Urdu** gives **him** much pleasure.

A : How **is** your Urdu ?

B : My **Urdu** is as good as Ali's **English.**

A : How good is **that** ?

B : Not **very** good.

4 : There Is No Pleasure In . . .

SITA : What are you doing **here,** Kamala ?

KAMALA : I'm helping the cook to get the **bread** cut, mother.

SITA : Give that knife to **me.**

KAMALA : It's a **pleasure** to get bread cut with this knife, mother. It's **very** sharp.

SITA : Give that knife to **me ;** there's no pleasure in getting your **fingers** cut.

KAMALA : All **right.** [*Takes an egg*]

SITA : What are you going to do with that **egg** ?

KAMALA : I'm going to get it **broken** for the **cakes.** Making **cakes** gives me **great** pleasure.

SITA : Give the egg to the **cook** ; there's no pleasure in getting your **sari** wet . . . Take your book and do some **work.**

KAMALA : **Books** don't give me any pleasure mother.

SITA : Do some **writing** then.

KAMALA : **Writing** is no pleasure to me.

SITA : Go out and have a game with your **friends.**

KAMALA : I don't get **any** pleasure out of **games.**

SITA : What **do** you take a pleasure in ?

KAMALA : **Cooking.**

5 : Will Be Happy Then

A : Why are you so **sad** ?

B : Because I'm not **happy.**

A : Why don't you get **married** ? You'll be **happy** then.

B : Get married **now** ? I'm fifty years **old.**

A : That's the right **time** to get married.

B : Who will get married to me **now** ?

A : You're as **young** and as **healthy** as **ever.** Your **body's** still **straight** and your **hair's** still **black.**

B : I'm not as healthy as I was **last** year.

A : You're **still** very healthy. By the **way,** I have a **sister** . . . **She** is not married. Why not get married to **her** ?

B : How **old** is she ?

A : She's only **thirty.** She'll be a great **help** to you and give you **much** pleasure.

B : Where is she **now** ?

A : She's in my **house.** Let's go **now** ?

B : **All** right. [*They go out*]

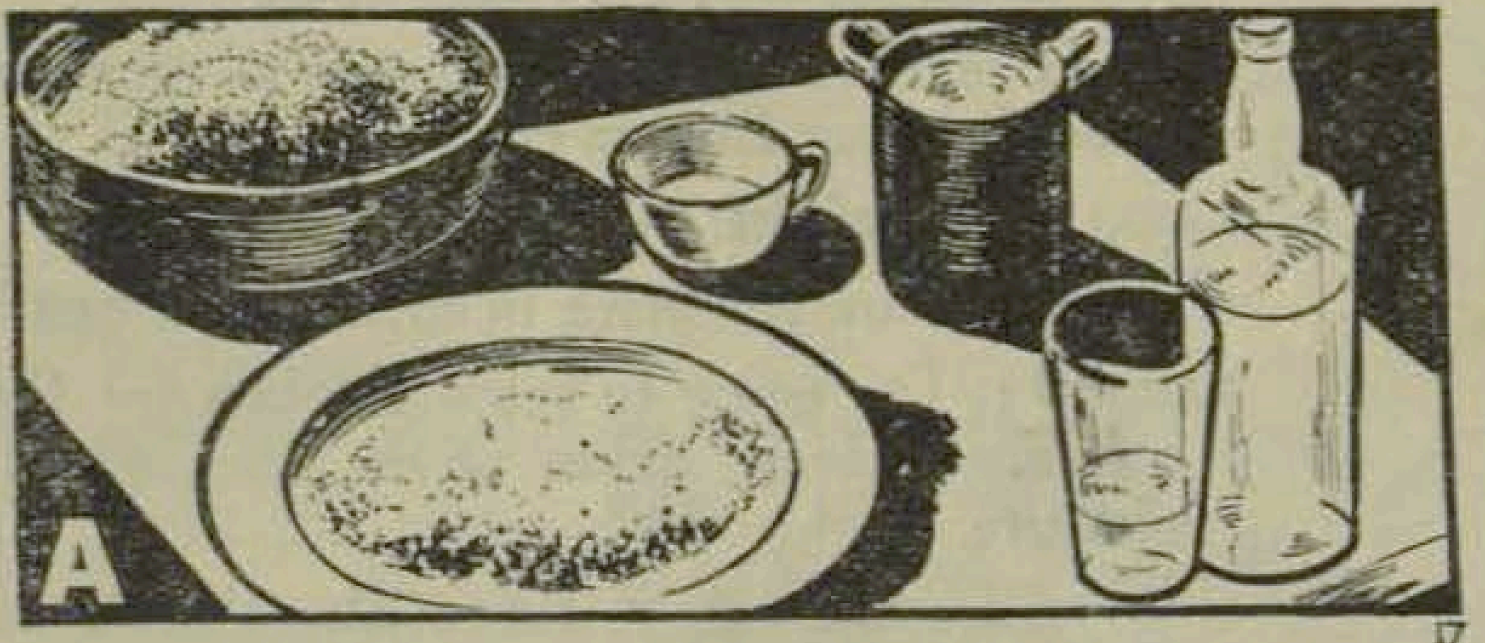
W1 : Ask : Who gives you help with your (reading) in school ?

2 : Ask : Does a game of (football) give you any pleasure ?

(Complete answers).

Unit 17

as much as



17

A. This is a table with a **meal** on it. On the table are a **basin,** a **plate,** a **cup,** a **pot,** a **glass** and a **bottle.**

There is some rice in the **basin** and there is some rice on the **plate.** But there is not as **much** rice on the **plate** as there is in the **basin.**

There is some milk in the **pot** and there is some milk in the **cup.** But there is not as **much** milk in the **cup** as there is in the **pot.**

There is some water in the **bottle** and there is some water in the **glass.** But there is not as **much** water in the **glass** as there is in the **bottle.**



17

B. Ram goes to **office** at **ten** o'clock every day and comes back at **six.** But Sita does work in the **house** from **morning** to **night.** **Ram** does not do as **much** work as **Sita** does.

Prem is at his books every night from **eight** to **ten.** But **Govinda** is at his books only from **eight** to **nine.** **Govinda** does not do as **much** reading as **Prem** does. **Govinda** does not do as much **writing** as **Prem** does.

Govinda does not do as much **work** as **Prem** does, because Govinda does not take as much **interest** in his work as Prem does. Govinda does not take as much **interest** in his work as Prem does because Govinda does not get as much **pleasure** out of his work as Prem does.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *as much as.*

A1 : What's on this **table** ?

2 : What's in the **basin** ?

3 : What's on the **plate** ?

4 : Is there as **much** rice on the **plate** as there is in the **basin** ?

5 : What's in the **pot** ?

6 : What's in the **cup** ?

7 : Is there as much milk in the cup as there is in the **pot** ?

8 : What's in the **bottle** ?

9 : What's in the **glass** ?

10 : Is there as much water in the **glass** as there is in the **bottle** ?

B1 : At what time does **Ram** go to **office** ?

2 : At what time does he come **back** ?

3 : How long does Sita do work in the **house** every day ?

4 : Does **Ram** do as much work as **Sita** does ?

5 : How long is **Prem** at his books every night ?

6 : How long is **Govinda** at his books ?

7 : Does Govinda do as much **reading** as Prem does ?

8 : Does Govinda do as much **writing** as Prem does ?

9 : Does Govinda do as much **work** as Prem does ?

10 : **Why** doesn't Govinda do as much work as Prem ?

11 : Does Govinda take as much **interest** in his work as Prem does ?

12 : Why doesn't Govinda take as much **interest** in his work as Prem does ?

P1 : Do you take as much interest in **(football)** as you do in **(hockey)** ?

S : Football : any other games.

2 : Do you get as much pleasure from **(writing)** as you do from **(reading)** ?

S : Writing, reading : work, play.

3 : Do we have as much rain in **(June)** as we have in **(January)** ?

S : June, January : any other months.

4 : Khan does **(four)** hours' work every day ; Sami does **(six)** hours' work every day . . . Does **Khan** do as much work as **Sami** ?

S : Four, six : any other number.

5 : Khan has **(two)** rupees in his pocket ; Sami has **(three)** rupees in his pocket . . . Has **Khan** as much money in his pocket as **Sami** ?

S : Two, three : any other number.

W : Ask : (Ram) does (seven) hours' work a day ; (Sita) does eight hours' work a day . . . Does Ram do as much work as Sita ?

Seatwork (Units 13—17)

A. *Put the right word from this list in the spaces :* help, pleasure, again, much, little, interest.

1. You were ill last month, you are ill.............. this month.
2. For me writing is not work ; it is a..............
3. Cricket has no............................for me.
4. He was here yesterday ; he will be here......... today.
5. Before a meal there is....................rice in a basin ; after a meal there is very................. rice in a basin.
6. These shoes are very good ; it is a.............. to put them on.
7. My sister gives me....................with my work every day.

B. *Put one word in the place of the words in sloping print :*

1. You were married two years back. How old were you *at the time ?* (...............)
2. Why do you not get married ? You will be happy *when you are married.* (...............)
3. I am going to a tennis match at half past three. Will my tea be ready by *half past three ?* (...............)
4. You come back from school at five. What do you do *after that ?* (...............)
5. You never have tea ? Have coffee *if you never have tea.* (...............)

C. *Put the right word in the spaces :*

1. Does your friend ever.............................. you help with your work ?
2. I..............................help from my teacher.
3. Books..............................him great pleasure.
4. You do not..............................any interest in football.

D. *Put these statements in a different way :*

1. I am giving my mother help with the cooking.

   ....

2. Writing is no pleasure to him.

   ....

3. I have no interest in this work.

   ....

4. There isn't much water in the glass.

   ....

5. The sepoys are doing their work a second time.

   ....

E. *Give answers to these questions :*

1. I am as tall as my brother. My brother is five feet six inches tall. How tall am I ?

   ....

2. My mother is as old as my father. My father is forty-five years old. How old is my mother ?

   ....

3. My gun is four feet long. My stick is four feet six inches long. Is my gun as long as my stick ?

   ....

4. There is as much water in my bottle as in my pot. There are two cups of water in my pot. How much water is there in my bottle ?

   ....

5. Is your finger as long as your arm ?

   ....

6. Is the weather in winter as warm as the weather in summer ?

   ....

7. Do you take as much interest in hockey as in football ?

   ....

8. Do you get as much pleasure from work as from play ?

   ....

9. How much are five and six ?

   ....

10. What will give you pleasure ?

    ....

11. What sort of games do you take an interest in ?

    ....

12. What do you do when you are happy ?

    ....

13. Where were you last year ?

    ....

14. What was your rank last year ?

    ....

15. Were you ever ill last year ?

    ....

Unit 18

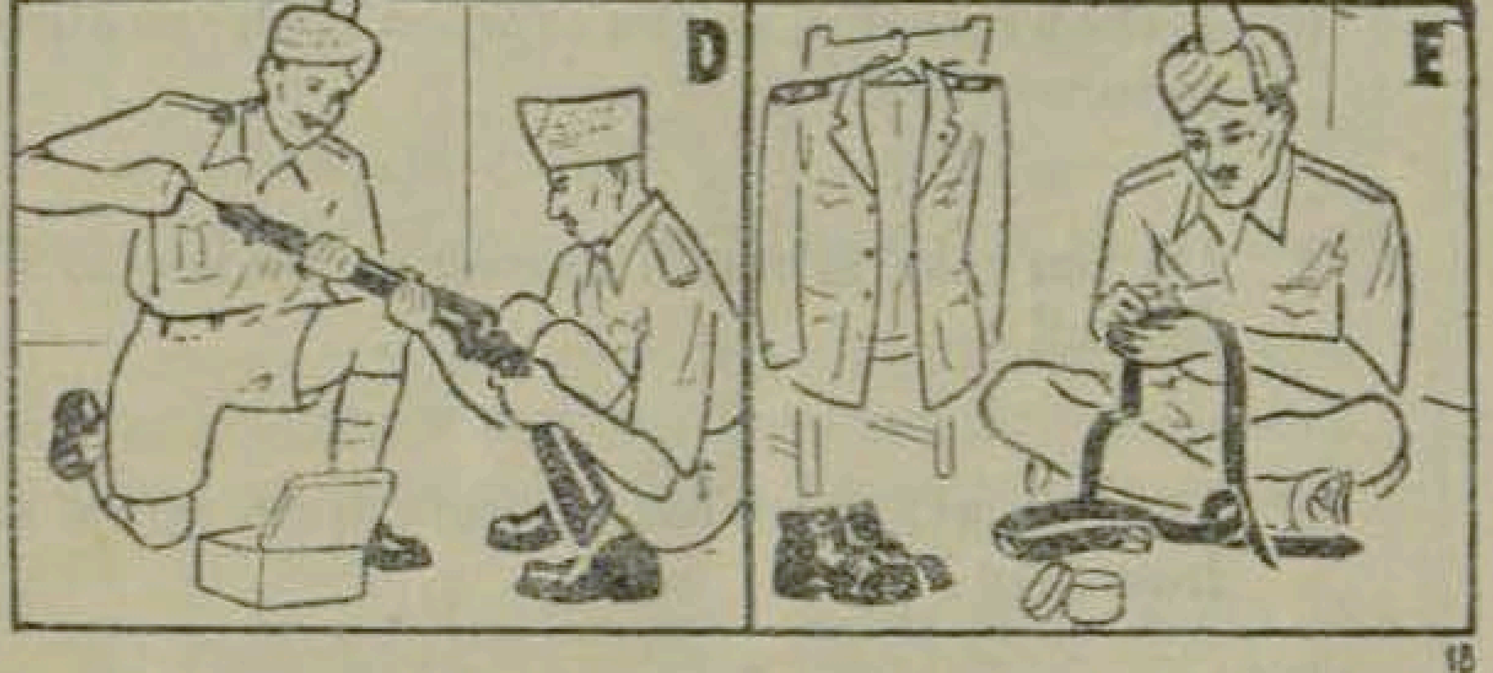
dirty, clean, wash, soap, bath



A. It is seven o'clock in the **morning.** Khan is giving his **boots** a **rub.** His boots are **dirty.** That is why he is giving them a **rub.** He is giving his boots a **rub** with a **cloth** to make them **clean.** He is getting his boots **clean.**

B. Sami is giving his **belt** a rub. His belt is **dirty.** That is why he is giving his belt a **rub.** He is giving his belt a **rub** with a bit of **cloth** to make it **clean.** He is getting his belt **clean.**

C. Das is giving the **buttons** of his **uniform** a rub. The buttons are **dirty.** That is why he is giving them a **rub.** He is giving his **buttons** a **rub** with a bit of **cloth** to make them **clean.** He is getting his buttons **clean.**



D. Khan is cleaning his **rifle.** His rifle is **dirty.** That is why he is **cleaning** it. Ganpat is giving Khan **help** with the cleaning. **Khan** has a **pull-through** in his hand and **Ganpat** has the **rifle.** A **pull-through** is a 'cord' with a bit of cloth at **one** end and a 'weight' at the **other.** This is how Khan **puts** the pull-through through the 'barrel' of his **rifle.** First he puts the **weight** through the barrel, then he gets the **cord** and the bit of **cloth** through the barrel with a **pull.** He does this a **second** time, then a **third** time and then a **fourth** time. After doing this a **number** of times Khan takes **another** bit of cloth from his **box,** puts some **oil** on it, and then puts the bit of cloth with the **oil** on it through the barrel of his rifle in the **same** way as **before.** He does this again a **number** of times. When the barrel of the rifle is **clean** he puts the bit of cloth back in his **box.** This is how a soldier gets his **rifle** clean.

E. This is a **batman.** He is cleaning his officer's Sam-Browne **belt.** The belt is **dirty.** That is why the batman is **cleaning** the belt. He is cleaning the belt with 'dubbin'. The dubbin is in a little **box** on the **floor.** After cleaning the Sam-Browne **belt** the batman will get the officer's **boots** clean. After cleaning the **boots,** he will get the **buttons** of his officer's **uniform** clean.

An officer does not do **any** cleaning as a **rule.** When his things are **dirty** he gives them to his **batman** and the batman does the cleaning **for** him.



F. Lieut. James is getting out of a **train.** He was in the train all last **night** and all the day **before.** His **hair** is dirty; his **face** is dirty; his **neck** is dirty; his **hands** are dirty. **Every** part of his body is **dirty.** He will go to one of the rooms in the railway station and have a **wash.** **After** the wash his **face** will be clean; his **neck** will be clean; his **hands** will be clean. But his **hair** and his **body** will **not** be clean.

G. Lieut. James is in front of a **wash-basin** in one of the rooms in the **station.** **In** the wash-basin there is some warm **water.** **On** the wash-basin there is some **soap** in a **soap-tray.** Lt. James is having a **wash.** He is washing his **face.** He is washing his face with **soap** and **water.** **After** the wash his **face** and **hands** will be **wet.** He will get them **dry** with a **towel.** The **towel** is at the **left** side of the **wash-basin.**

H. Now Lt. James is having **tea.** His **hands** and **face** are **clean** after the wash. But his **shirt** and his **trousers** are still **dirty.** After his tea he will have a **bath.** After the **bath** he will put on a **clean** shirt and a pair of **clean** trousers.

I. Lt. James is having a **bath.** He is having a bath in one of the **bath-rooms** at the **station.** The water is **warm.** Lt. James is having a bath with **warm water.** **After** the bath his **hair** will be **clean** and his **body** will be **clean.** There is a **towel** on the shelf in the **bath-room.** Lt. James will get his body **dry** with the **towel** on the **shelf.**

A1 : What's the **time**?
2 : What's Khan **doing**?
3 : Are his boots **clean**?
4 : Why is he giving his boots a **rub**?

5 : What's he giving his boots a rub **with** ?
6 : What's he getting **clean** ?

B1 : What's **Sami** doing ?
2 : Is his belt **clean** ?
3 : Why is he giving his belt a **rub** ?
4 : What's he giving his belt a rub **with** ?
5 : What's he getting **clean** ?

C1 : What's **Das** doing ?
2 : Are the buttons **clean** or **dirty** ?
3 : Why is he giving his buttons a **rub** ?
4 : What's he giving his buttons a rub **with** ?
5 : What's he getting **clean** ?

D1 : What's Khan **cleaning** ?
2 : Is his rifle **clean** or **dirty** ?
3 : **Why** is he cleaning his rifle ?
4 : Who is giving Khan **help** with the cleaning ?
5 : What has Khan in his **hand** ?
6 : Who has the **rifle** ?
7 : What's at **one** end of a pull-through ?
8 : What's at the **other** end ?
9 : Where does Khan **put** the pull-through ?
10 : What does he put through the barrel **first** ?
11 : How does he get the **cord** and the **cloth** through the barrel ?
12 : After doing this a number of times what does Khan take from his **box** ?
13 : What does Khan put **on** the cloth ?
14 : Where does he put the bit of cloth with the **oil** on it ?
15 : How does he do **this** ?
16 : When does he put the bit of cloth **back** in his box ?

E1 : Who is **this** ?
2 : What's he **cleaning** ?
3 : Is the belt **clean** or **dirty** ?
4 : Why is the batman **cleaning** it ?
5 : What's he cleaning the belt **with** ?
6 : Where's the **dubbin** ?
7 : After cleaning the belt what **other** thing will the batman get clean ?
8 : After cleaning the boots what **other** thing will the batman get clean ?
9 : Does an **officer** do any cleaning as a rule ?
10 : To **whom** does he give his things when they are **dirty** ?
11 : Who does the cleaning **for** the officer ?

F1 : What's Lieutenant James getting **out** of ?
2 : Where was he all last **night** and the day **before** ?
3 : Is his hair **clean** or **dirty** ?
4 : Is his face **clean** or **dirty** ?
5 : Is his **neck** clean ?
6 : Are his **hands** clean ?
7 : Where will he go from **here** ?
8 : What will he **have** ?
9 : When will his **face** be clean ?
10 : When will his **neck** be clean ?
11 : When will his **hands** be clean ?
12 : Will his **hair** be clean after the wash ?
13 : Will his **body** be clean after the wash ?

G1 : Where's Lieutenant James **now** ?
2 : What's on the **wash-basin** ?
3 : Where's the **soap** ?
4 : What's Lieutenant James **having** ?
5 : What's he **washing** ?
6 : What's he washing his face **with** ?
7 : Will his face and hands be **dry** after the wash ?
8 : What will he get them dry **with** ?

H1 : What's Lt. James doing **now** ?
2 : Are his hands and face **clean** or **dirty** ?
3 : What's **still** dirty ?
4 : What will he have after his **tea** ?
5 : What will he put on after his **bath** ?
6 : Is the table-cloth **clean** or **dirty** ?
7 : Is the plate **dirty** or **clean** ?

I1 : What's Lt. James doing **now** ?
2 : Where's he having his **bath** ?
3 : Is the water **cold** ?
4 : Is Lt. James having a bath with **cold** water ?
5 : Will his hair be dirty **after** the bath ?

P1 : (Are) your (**hands**) dirty or clean ?
S : Hands : fingers, feet, hair, face, neck.

2 : Your (**belt**) (is) **dirty** . . . How will you get it **clean** ?
S : Belt : shirt, hat, shorts, trousers, boots, etc.

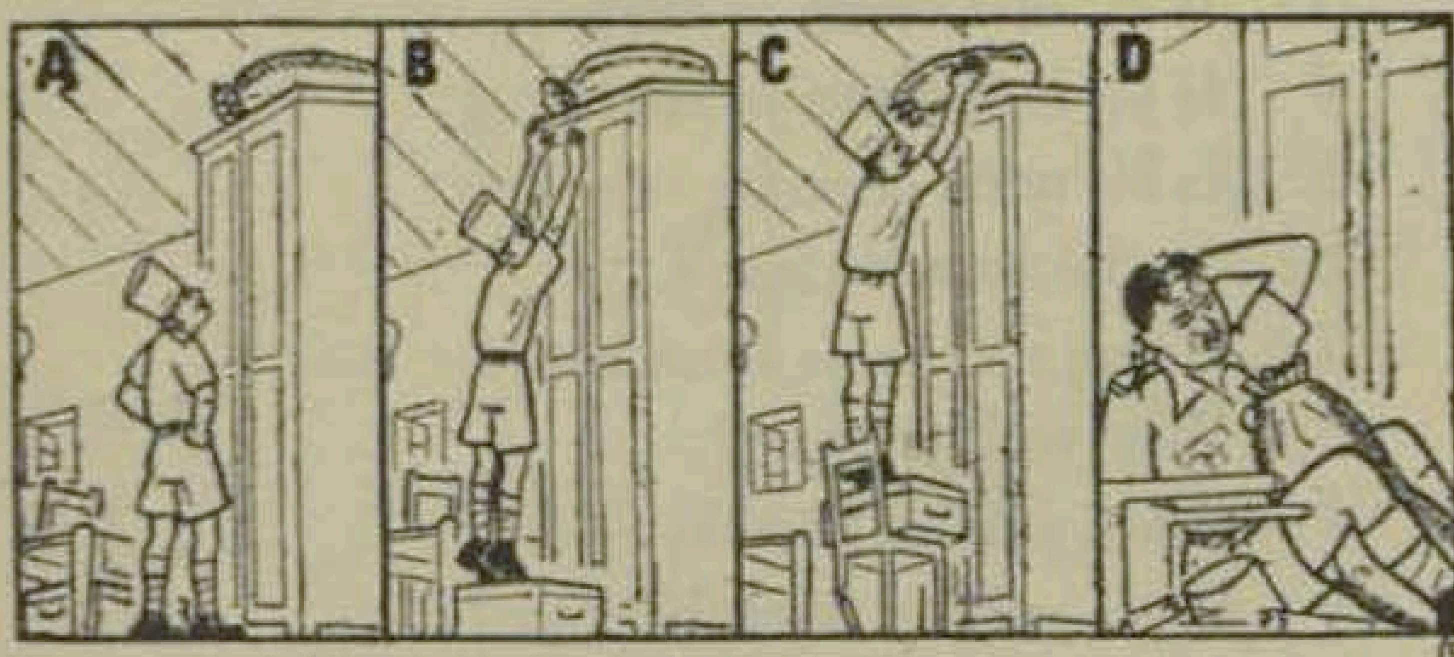
3 : Does anyone give you help in cleaning your (**rifle**) ?
S : Rifle : belt, etc.

4 : What am I **washing** ?
N : Pretend to wash hair, face, nose, ear, neck, hands, etc.

5 : What am I **cleaning** ?
N : Pretend to clean floor, wall, table, seat, shelf, cupboard.

Unit 19

able to



A. Sami's kit-bag is on the **cupboard.** He is going on **leave,** and his **mufti** is in his **kit-bag.** But Sami is a **short** man ; he is not **able** to get the kit-bag down from the cupboard. He will go and get a **box** from under his **bed.** He will put the **box** in front of the **cupboard** and get up on the **box.** Then he **will** be able to get his kit-bag down from the cupboard.

B. Sami is up on the **box.** But he is **still** not able to get his kit-bag off the cupboard. He is a **very** short man. What will he do **now**? He will get the **seat** from the other side of the **bed.** He will put the box on the **seat.** He will get up on the **box.** Then he **will** be able to get the kit-bag off the cupboard.

C. The **box** is on the **seat** and **Sami** is on the **box. Now** he will be able to get his kit-bag. His **hands** are on the **sides** of the kit-bag. He is **ready** to get it **down.** But one leg of the seat is **broken.**

D. The broken leg is in two **bits.** The **box** is not on the **seat** ; it is on the **floor. Sami** is not on the **box** ; **he** is on the **floor.** The **kit-bag** is not on the **cupboard** ; **it** is on the **floor**—with **Sami.** Sami **has** his kit-bag, but he is not very **happy. Blood** is coming from a wound on the back of his head. Will he be able to go on **leave**?



E. Sami is all right **now.** He has a bit of **plaster** on the wound. Not much **blood** is coming from it. But he is still not happy. The kit-bag has a **lock** on it. Sami hasn't the **key.** He is not able to get the kit-bag **open.** He will not be **able** to get the kit-bag open without the **key. Khan** has the key. When Khan comes in, Sami will get the key **from** him. **Then** he will be able to get the kit-bag **open.**

F. Khan is **back** and Sami now has the **key.** Will he be able to get the lock **open**? No. The key is **bent.** Only **part** of it goes in the lock. It will not go in to the **end** ; it will not come **out** again. Sami is not able to do **anything** with it.

G. Sami now has a good sharp **knife** in his hand. He is getting the lock broken **open** with it. There will be no **lock** on the kit-bag but he has no **time** to get another one. The train **goes** at five o'clock, and it is now half past **three.**

H. Sami is going to the **station.** Will he be able to get to the station in **time**? It is raining and he has no **raincoat.** But there is a **tonga** at the end of the road. He will take the **tonga** and then he will be able to get to the station in ten **minutes.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *able to.*

A1 : Where's the **kit-bag**?
2 : Where's Sami **going**?
3 : Where's his **clothing**?
4 : Why isn't Sami able to get the kit-bag down from the **cupboard**?
5 : What will he get **now**?
6 : Where will he get the box **from**?
7 : Where will he **put** the box?
8 : What will he get up **on**?
9 : What will he be able to do when he is up on the **box**?

B1 : Where is Sami **now**?
2 : Is he able to get the kit-bag off the **cupboard**?
3 : **Why** is he not able to get the kit-bag off the cupboard?
4 : What will he get **now**?
5 : Where will he get the seat **from**?
6 : Where will he put the **box**?
7 : What will he get up **on**?

C1 : Where's the **box**?
2 : Where's **Sami**?
3 : Will he be able to get the bag **now**?
4 : Where are his **hands**?
5 : What's he ready to **do**?
6 : What's **broken**?

D1 : What's in two **bits**?
2 : Where's the **box**?
3 : Where's **Sami**?
4 : Where's the **kit-bag**?
5 : What has Sami on the back of his **head**?

6 : What's coming out of the **wound** ?

7 : Why isn't Sami very **happy** ?

E1 : How is Sami **now** ?

2 : What has he on the **wound** ?

3 : What has the **kit-bag** on it ?

4 : Why isn't Sami able to get the kit-bag **open** ?

5 : Why is Sami not very **happy** ?

6 : Why isn't Sami able to get the kit-bag **open** ?

7 : Will he be able to get the kit-bag open without the **key** ?

8 : Who **has** the key ?

9 : When will Sami get the key from **Khan** ?

10 : When will he be able to get the kit-bag **open** ?

F1 : What has Sami **now** ?

2 : Where's the **key** ?

3 : Is the key **bent** or **straight** ?

4 : Is Sami able to get the kit-bag **open** ?

5 : **Why** isn't Sami able to get the kit-bag open ?

G1 : What has Sami in his **hand** ?

2 : What's he doing with the **knife** ?

3 : Why won't Sami be able to get **another** lock ?

4 : At what time does the **train** go ?

5 : What's the time **now** ?

H1 : Where's Sami **going** ?

2 : How is the **weather** ?

3 : What does he **do** ?

4 : How long will it take him to get to the **station** ?

P1 : Are you able to do any **(reading)** when you have a bad pain in the **eye** ?

S : Reading : writing, etc.

2 : Are you able to go to **(school)** when you have a bad wound in the **leg** ?

S : School : office, parade, work, etc.

3 : Are you able to do any **(stitching)** when you have a bad **cut** in the **finger** ?

S : Stitching : cooking, work, etc.

4 : Are you able to get your **(rifle)** clean without help from anyone ?

S : Rifle : belt, bed, boots.

5 : Are you able to take your **food** when you have a pain in your **(tooth)** ?

S : Tooth : throat, ear, finger, etc.

6 : Are you able to go to the **(pictures)** when you have no **money** ?

S : Pictures : circus.

7 : Are you able to do **(reading)** in **(Urdu)** ?

S : Reading : writing.
Urdu : Hindi, Bengali, etc.

M1 : Will Not Be Able To Come

A : Where's **Mahbut** ?

B : He's ill in **bed.**

A : Then he won't be able to come to **school** tomorrow ?

B : **No,** he **won't** be able to come to school tomorrow.

2 : Was Not Able To Do

A : Where's your **writing** ?

B : I wasn't **able** to do any writing last **night.**

A : **Why** weren't you able to do any writing last night ?

B : I wasn't able to do any writing last night because the **wound** on my **finger** was giving me **pain.**

3 : Won't Be Able

KHAN : I'm **very** dirty. I'll go and have a **bath.** Is there any warm **water** ?

SAMI : There isn't any **warm** water.

KHAN : I won't be **able** to have a bath then . . .

4 : Will Not Be Able To Get

KHAN : Let's get together and have a meal out in the **open** tomorrow.

SAMI : All **right** ! Who'll make up the **party** ?

KHAN : **Thappa** will **come.**

SAMI : **Thappa** won't be **able** to come.

KHAN : Why **not** ?

SAMI : He's **ill.**

KHAN : **Lal Singh** will come.

SAMI : Lal Singh won't be **able** to come.

KHAN : Why **not** ?

SAMI : He has some **work** to do.

KHAN : **Ram Sarup** will **come.**

SAMI : Ram Sarup will not be **able** to come.

KHAN : Why **not** ?

SAMI : He is going on **leave** tomorrow.

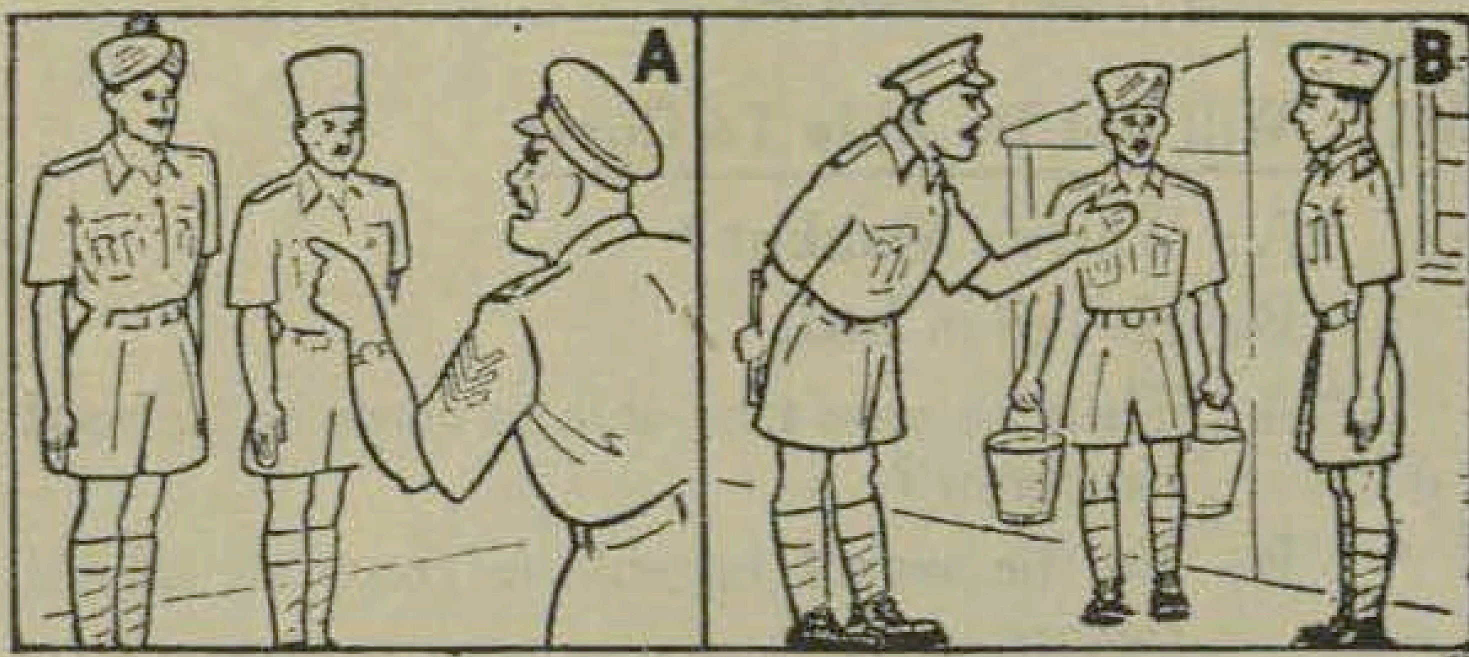
KHAN : Then we won't be **able** to have a meal together.

SAMI : **No,** we won't be **able** to have a meal together.

W : Ask : Are you able to do any (work) when you are ill ?

Unit 20

angry, punishment, if (make)



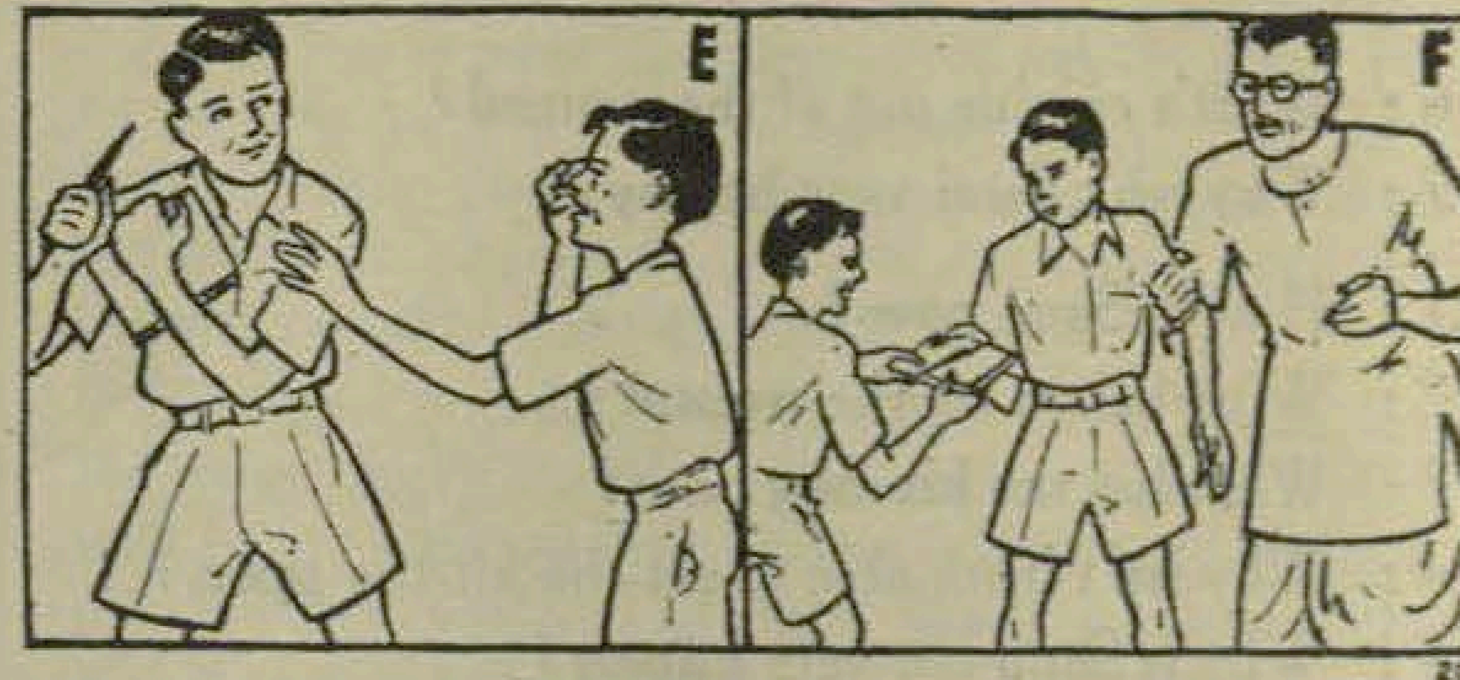
A. The N. C. O. with **Khan** and **Sami** is Sergeant **Hawkins.** Sergeant Hawkins is **angry.** He is **very** angry. He is angry with **Khan** because Khan was not on **parade** yesterday. The sergeant will give Khan a **punishment.** He will make Khan do a **fatigue** in the warm **sun.** That will be the **punishment.** The sergeant is angry with **Sami** because Sami comes to parade sometimes without his **rifle.** He will give Sami a **punishment.** Sami will get only **bread** and **water** for two days. That will be the **punishment.**

B. Here the sergeant is with **Das** and **Ganpat.** The sergeant is angry **again.** He is angry with **Das** because Das never does his **work.** He will give Das a **punishment.** He will make Das do some work **after** school. That will be the **punishment.** The sergeant is angry with **Ganpat** because Ganpat sometimes comes to school without his **books.** The sergeant will give Ganpat a **punishment.** He will make Ganpat do some reading and writing in school on **Sunday.** That will be the **punishment.**



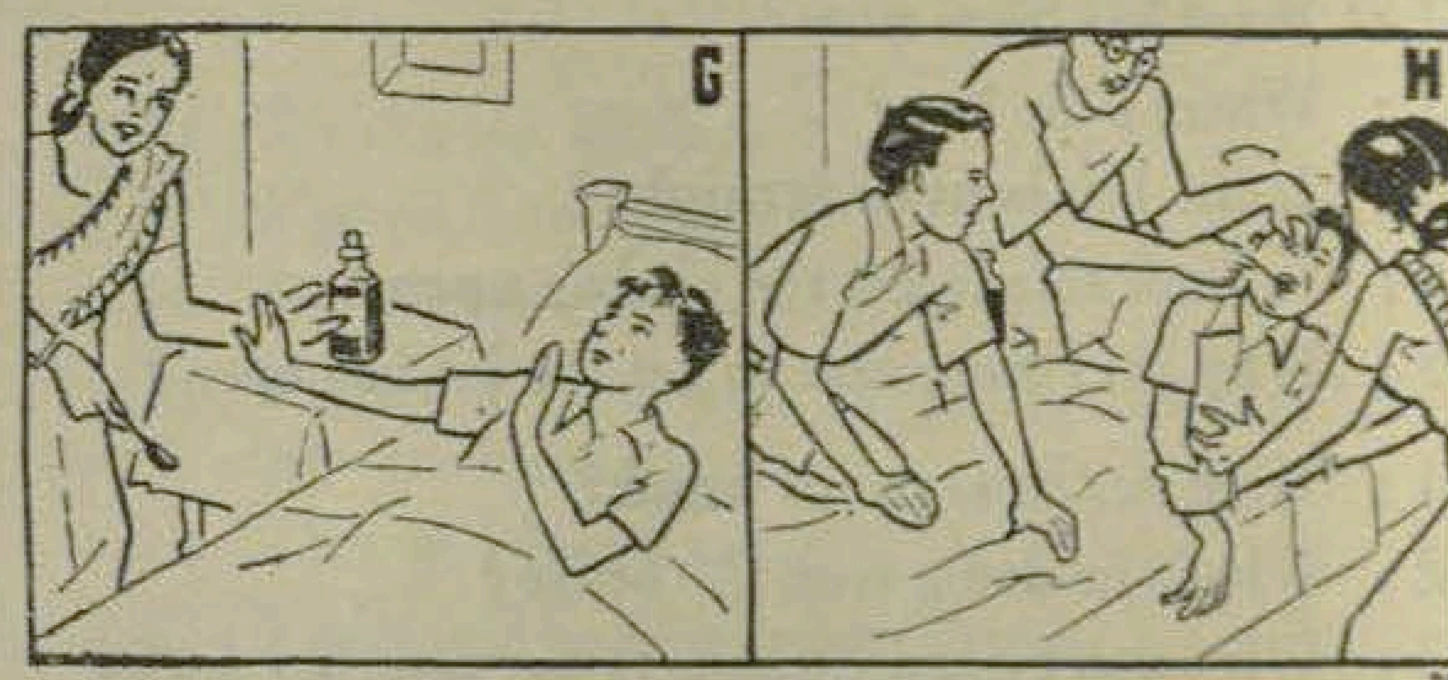
C. This is **Ram** with his two sons **Govinda** and **Prem.** Ram is **angry.** He is **very** angry with his two sons. He is very angry with them because they were playing out in the **rain** in the morning. He will give them a **punishment.** He will make them take some bitter **medicine.** That will be the **punishment.**

D. **Sita** is angry. She is very angry with the **cook.** She is angry with the cook because a **plate** and two **cups** are **broken.** She will give the cook a **punishment.** She will take the price of the plate and the cups from his **pay.** That will be the **punishment.**



E. Why is Prem **crying** ? He is crying because Govinda has his **pen** and his **writing-book** and will not give them **back** to Prem. But if Govinda does not give them back to Prem, Ram will **make** Govinda give them back to Prem.

F. Ram is now back from **work.** He is **making** Govinda give the pen and writing-book back to **Prem.**



G. Prem is in **bed ;** he is **ill** again. But he will **not** take the medicine on the **table.** It is a very **bitter** medicine. **That** is why he will not **take** it. But if he does not take it **now** his father will **make** him take it when he gets back from office.

H. Now the father is **back** from office. He is **making** Prem take the bitter medicine. If Prem does **not** take the medicine he will not get **well.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *punishment, angry, if.*

A1 : Who is the N.C.O. with **Khan** and **Sami** ?
2 : Why is he angry with **Khan** ?
3 : What will he **do** to Khan ?
4 : What **punishment** will he give Khan ?
5 : Why is the sergeant angry with **Sami** ?
6 : What will the sergeant **do** to Sami ?
7 : What **punishment** will he give Sami ?

B1 : Who is with the sergeant **here** ?
2 : Is the sergeant **angry** ?
3 : With **whom** is the sergeant angry ?
4 : Why is he angry with **Das** ?
5 : What will the sergeant **do** to Das ?
6 : What **punishment** will he give Das ?

7 : Why is the sergeant angry with **Ganpat** ?

8 : What will he **do** to Ganpat ?

9 : What **punishment** will he give Ganpat ?

C1 : Who is with **Ram** ?

2 : With whom is Ram **angry** ?

3 : **Why** is he angry with his sons ?

4 : What will he **do** to them ?

5 : What **punishment** will he give them ?

D1 : Who is **angry** ?

2 : With **whom** is she angry ?

3 : **Why** is she angry with the cook ?

4 : What will she **do** to the cook ?

5 : What **punishment** will she give the cook ?

E1 : Why's Prem **crying** ?

2 : If Govinda does not give the pen and the writing-book back to Prem, what will **Ram** do ?

F1 : Where's **Ram** back from ?

2 : Who's making Govinda give the writing-book back to **Prem** ?

G1 : Where's **Prem** ?

2 : Why's he in **bed** ?

3 : Why will he not take the **medicine** ?

4 : Who will **make** him take the medicine if he does not take it now ?

5 : **When** will his father make him take it ?

H1 : Where's the father **back** from ?

2 : What's he making Prem **do** ?

3 : **Why** is he making Prem take the bitter medicine ?

P1 : If today is (**Sunday**) what day was **yesterday** ?

S : Sunday : Monday, Tuesday, Wednesday, Thursday, etc.

2 : If today is (**Thursday**) what day will **tomorrow** be ?

S : Thursday : Friday, Saturday, Sunday, Monday, etc.

3 : If it is **one o'clock** now what was the time (a quarter of an hour) **back** ?

S : A quarter of an hour : half an hour, three quarters of an hour, an hour.

4 : If it is two o'clock **now** what time will it be (twenty minutes) from **now** ?

S : Twenty minutes : forty minutes, sixty minutes, one and a half hours, two hours.

5 : If the price of **one** yard of cloth is (**one**) rupee what is the price of **two** yards ?

S : One : two, three, half a.

6 : If you won't do your (reading) teacher will **make** you do it.

S : Reading : writing, work, etc.

N : In P6, P7, P8, and P9 learners are to make statements of the same sort as given in the examples.

7 : If you go to school without your (books) your teacher will be **angry.**

S : Books : pencil, pen.

8 : If you get a (plate) **broken** the Q. M. S. will be very **angry** with you.

S : Plate : basin, bottle, glass, pot, cup, spoon, fork, knife.

9 : If you put the sharp end of a (needle) against my face I will be very **angry** with you.

S : Needle : pin, knife, pencil, scissors, kukri, bayonet.

M1 : Teacher Is Angry

A : Is teacher **angry** ?

B : **Yes,** he's **very** angry.

A : **Why** is he angry ?

B : Because his (books) **aren't** on the table.

S : Books : pencils, glasses, sticks, matches.

2 : Get Angry With Cook

A : You were **angry** with the cook yesterday.

B : **Yes, I was.**

A : You're angry with the cook **again** today. Why do you get angry with the cook **every** day ?

B : My (**morning** tea) is **never** ready at (six).

S : Morning tea : mid-day meal, night meal.
Six : twelve o'clock, eight.

3 : Make A Man Angry

A : Why's your friend so **angry** today ?

B : There's **no** letter from his father.

A : Not getting a letter doesn't make me **angry ;** it makes me **sad.**

B : It makes **my** friend angry.

4 : That Is A Punishment For . . .

A : Where are you **going** ?

B : I'm going to the **doctor ;** I've a bad **cold.**

A : That's a **punishment** for being out in the rain last night.

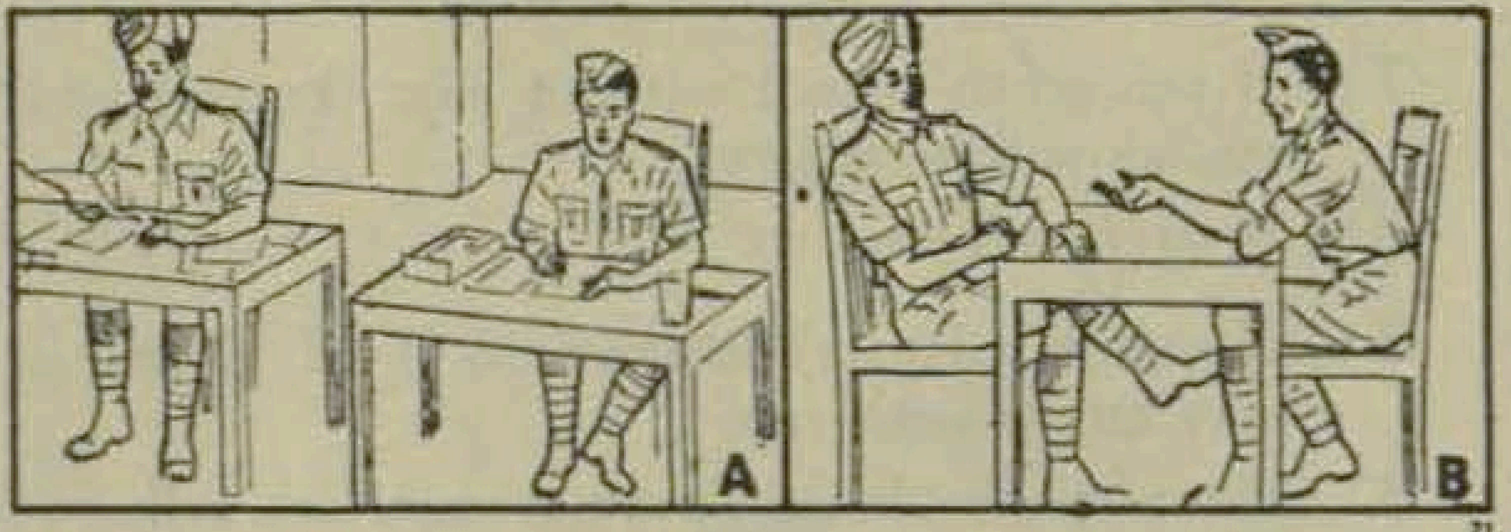
B : That's right ; I'll **never** go out again without my coat.

W1 : Q-A conversion : If today is (Monday) tomorrow will be (Tuesday).

2 : Ask : What does the sergeant do sometimes when he is angry with his section ?

Unit 21

same, different



A. Here are two **soldiers.** Their names are **Khan** and **John.** Khan and John are not working at the **same** table; they are working at **different** tables. Khan is working at the table on the **left;** John is working at the table on the **right.**

B. Here are the same two soldiers, **Khan** and **John.** But now they are not at **different** tables; they are at the **same** table. But they are not at the same **side** of the table; they are at **different** sides of the table. Khan is at the **left** side of the table and John is at the **right** side of the table.

C. Khan and John do not come from the **same** place; they come from **different** places. Khan comes from **Lahore** but John comes from **London.**

They are not in the **same** army; they are in **different** armies. **Khan** is in the **Indian** Army but **John** is in the **British** Army.

The colour of their **skins** is not the **same;** it is **different. Khan's** skin is **brown; John's** skin is **white.** The colour of their **hair** is not the **same;** it is **different.** The colour of **Khan's** hair is **black** but the colour of **John's** hair is **brown.**

D. Today Khan and John are in the **same** place. But **last** year they were **not** in the **same** place; they were in **different** places. **Khan** was in **Delhi** but **John** was in **Calcutta.** A month from today they will **again** be in different places. **Khan** will be in **Madras** and **John** will be in **Colombo.**

E. Khan and John have on the **same** sort of shirt—a **khaki** shirt. They have on the same sort of **shorts**—**khaki** shorts. They have on the same sort of **boots**—**army** boots. But they haven't the same sort of **head-dress;** they have **different** sort of head-dress. Khan has a **pugree**, but John has a **side-cap.**

F. Khan and John are **good** friends because they get pleasure out of the same sort of **games—hockey** and **football.** Sometimes they have a game of **cricket** or **tennis.** But they do not get as **much** pleasure out of **cricket** or **tennis** as they get out of **hockey** or **football**, and they are not as **good** at **cricket** or **tennis** as they are at **hockey** or **football.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *same* AND *different*.

A1: Who are **here**?
2: What are their **names**?
3: Are Khan and John working at the **same** table?
4: Where's **Khan** working?
5: Where's **John** working?

(N: Learners are to give complete answers. For example, answer to A3 is: No, they are not working at the same table; they are working at different tables.)

B1: Who are **here**?
2: Are Khan and John at the same table **now**?
3: Are they at the same **side** of the table?
4: Where's **Khan**?
5: Where's **John**?

C1: Do Khan and John come from the same **place**?
2: Where does **Khan** come from?
3: Where does **John** come from?
4: Are Khan and John in the same **army**?
5: What army is **Khan** in?
6: What army is **John** in?
7: Is the colour of their **skins** the same?
8: What's the colour of **Khan's** skin?
9: What's the colour of **John's** skin?
10: Is the colour of their **hair** the same?
11: What's the colour of **Khan's** hair?
12: What's the colour of **John's** hair?

D1: Are Khan and John in the same place **today**?
2: Were they in the same place **last** year?
3: Where was **Khan**?
4: Where was **John**?
5: Will Khan and John be in the same place a month from **today**?
6: Where will **Khan** be?
7: Where will **John** be?

E1: Have Khan and John the same sort of **shirt** on?
2: What's the **colour** of their shirt?
3: Have they on the same sort of **shorts**?
4: What's the **colour** of their shorts?
5: Have they on the same sort of **boots**?
6: What **sort** of boots have they on?
7: Have they the same sort of **head-dress**?
8: What sort of head-dress has **Khan**?
9: What sort of head-dress has **John**?

F1: Do Khan and John get pleasure from the same sort of **games**?

2 : Why are they good **friends** ?

3 : What games do they get **pleasure** from ?

4 : What **other** games do they sometimes have ?

5 : Do they get as much pleasure out of **cricket** as they do out of **hockey** ?

6 : Do they get as much pleasure out of **tennis** as they do out of **football** ?

7 : Are they as good at **cricket** as they are at **hockey** ?

8 : Are they as good at **tennis** as they are at **foot-ball** ?

P1 : It is (12) o'clock . . . Are the hour hand and the minute hand on the **same** number or are they on **different** numbers ?

S : Twelve : one, two, three, etc.

2 : Are you and L in the **same** (regiment) or are you in **different** regiments ?

S : Regiment : company, platoon, section, etc.

3 : Is (reveille) at the same time **every** day ?

S : Reveille : parade, P.T., roll call, 'lights out'.

4 : Do you (get up) at the same time **every** day ?

S : Get up : have your tea, have your mid-day meal, have your night meal, go to bed.

5 : Do you put on the same **(shirt)** every day ?

S : Shirt : cap, hat, pair of socks, pair of stockings, pair of boots, puttees, etc.

6 : Has every **(year)** the same number of **(months)** ?

S : Year : month, month, week, day.
Months : weeks, days, days, hours.

7 : Are the colours of these two (books) the **same** or are they **different** ?

S : Books : pencils, bits of cloth, bags, flowers, bits of thread, bits of chalk, balls, shoes, socks.

8 : Do you get the same sort of **(food)** every day ?

S : Food : drink.

9 : Have you and I the same **(father)** ?

S : Father : mother.

10 : What are the **(sons)** of the same **father** and **mother** ?

S : Sons : daughters, sons and daughters.

M1 : Going On The Same Day

A : I'm going to **Calcutta** on the 10th.

B : **I'm** going to Calcutta on the **10th.**

A : **Good** ! We're going to Calcutta on the same **day** then.

2 : On Different Days

A : There will be a **football** match and a **hockey** match in **November.**

B : On the **same** day ?

A : In the same **week** but on **different days.** The **football** match is on **Monday** the **10th** and the **hockey** match is on **Tuesday** the **11th.**

3 : A Different Medicine

DOCTOR : You are **ill** again !

SAMI : **Yes,** doctor, I'm ill **again.**

DOCTOR : What's wrong with you **this** time ?

SAMI : Pain in the **stomach.**

DOCTOR : **Where** ? In the **same** place ?

SAMI : **No,** in a **different** place. **Last** time the pain was on the **left** side of my stomach ; **this** time it's on the **right** side.

DOCTOR : Is it the **same** sort of pain or is it a **different** sort of pain ?

SAMI : It's a **different** sort of pain.

DOCTOR : Is there as much pain as **before** ?

SAMI : **No,** there isn't as much pain as **before.**

DOCTOR : **Good** ! Take this medicine three times a **day** and you'll be all **right** in a day or two.

SAMI : Is it the **same** old medicine, doctor ?

DOCTOR : **No,** it **isn't ;** it's a **different** medicine.

SAMI : Is it as **bitter** as the **old** medicine ?

DOCTOR : **No,** it **isn't** as bitter as the **old** medicine.

SAMI : **Thank** you, doctor !

S : *Give the answers to these questions :*

1. Are the hour hand and the minute hand of a clock on the same number at twelve o'clock ?
....

2. Does a lance-naik put on the same sort of badge as a subedar-major ?
....

3. Has every month the same number of days ?
....

4. How is the taste of sugar different from the taste of quinine ?
....

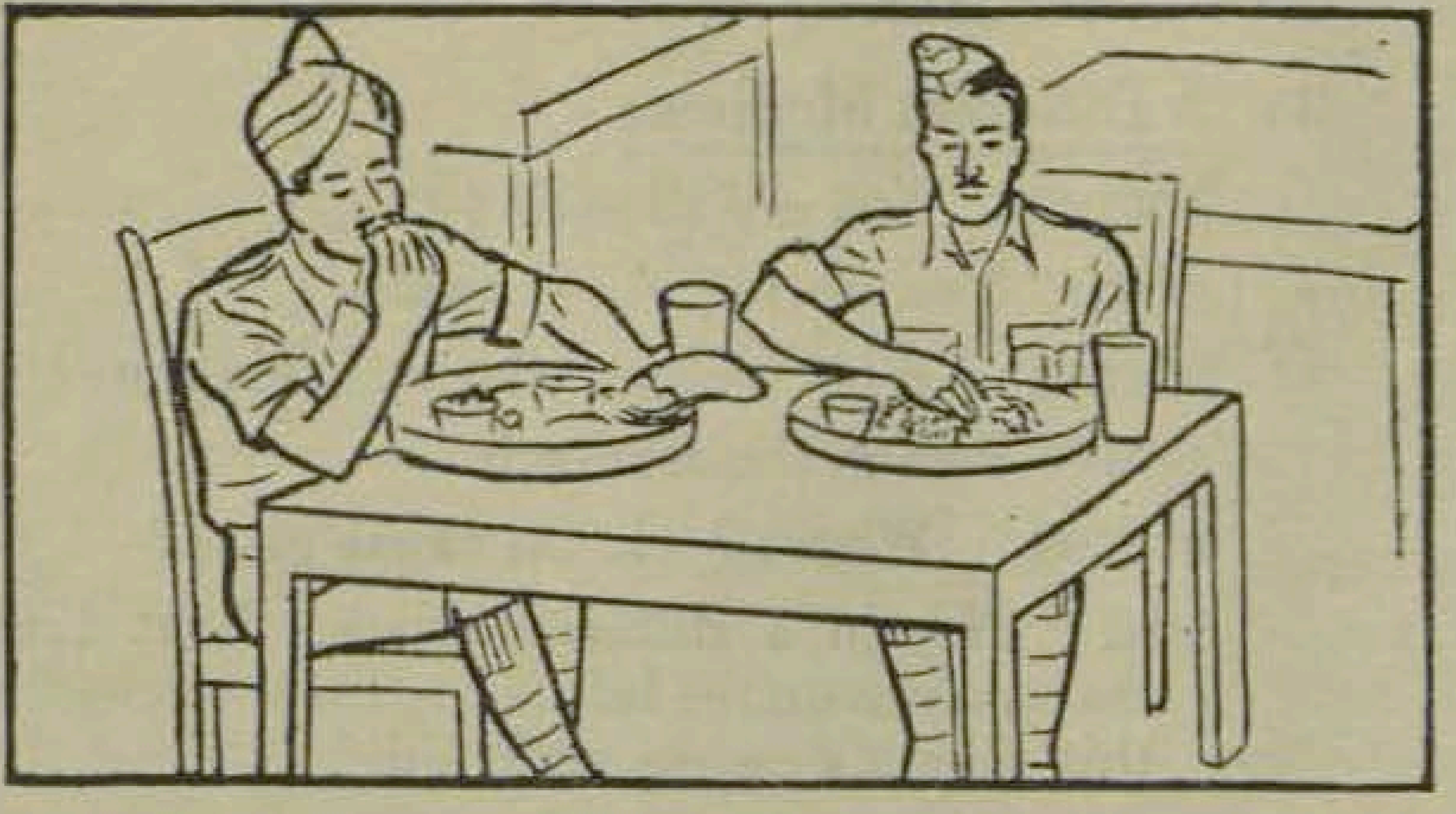
5. Is the number of men in a platoon the same as the number of men in a regiment ?
....

6. Do Madrassis have the same sort of food as Punjabis ?
....

7. Is the mother-tongue of a Punjabi different from the mother-tongue of a Bengali ?
....

Unit 22

the same as, different from



A. Khan is at a table. **Sami** is at a table. **Khan** is at the **same** table as **Sami.**

Khan has a **khaki** shirt on. **Sami** has a khaki shirt on. **Khan** has the **same** sort of shirt on as **Sami. Khan** has **khaki** shorts on. **Sami** has **khaki** shorts on. **Khan** has the **same** sort of shorts on as **Sami. Khan** has a **pugree. Sami** has a **cap. Khan** hasn't the **same** sort of head-dress as **Sami** ; he has a **different** sort of head-dress.

Khan and Sami are having a **meal** together. **Khan** is having **chapatis. Sami** is having **rice. Khan** is not having the **same** sort of food as **Sami ; Khan's** food is **different** from **Sami's.**

B. Khan's birth-place is **Ferozepur. Sami's** birth-place is **Madura. Khan's** birth-place is not the **same** as **Sami's** birth-place ; it is a **different** place. The date of **Khan's** birth is **July, 10th 1919.** The date of **Sami's** birth is **August, 20th 1920.** The date of **Khan's** birth is not the **same** as the date of **Sami's** birth ; it is **different. Khan's** mother-tongue is **Urdu. Sami's** mother-tongue is **Tamil. Khan's** mother-tongue is not the **same** as **Sami's** mother-tongue ; it is **different** from Sami's mother-tongue.

Khan is in a **Punjabi** regiment. **Sami** is in a **Madrassi** regiment. **Khan** is not in the **same** regiment as **Sami ;** he is in a **different** regiment. **Khan** is a **signaller ; Sami** is a **sapper. Khan** does not do the **same** sort of work as **Sami ;** he does a **different** sort of work.

But Khan and Sami are **friends. Khan** gets up at the same **time** as **Sami. Khan** has his meals in the same **canteen** as **Sami.** They go to the **same** cinema at the **same** time. They are very **good** friends.

C : *The date of Khan's birth is the same as the date of Sami's birth* is another way of saying *the dates of Khan's and Sami's births are the same. The date of Khan's birth is different from the date of Sami's birth* is another way of saying *the dates of Khan's and Sami's birth are different.*

A1 : Where's **Khan ?**
2 : Where's **Sami ?**
3 : Is **Khan** at the same table as **Sami ?**
4 : What sort of shirt has **Khan** on ?
5 : What sort of shirt has **Sami** on ?
6 : Has **Khan** the **same** sort of shirt as **Sami ?**
7 : What sort of shorts has **Khan** on ?
8 : What sort of shorts has **Sami** on ?
9 : Has **Khan** the **same** sort of shorts on as **Sami ?**
10 : What sort of head-dress has **Khan ?**
11 : What sort of head-dress has **Sami ?**
12 : Has **Khan** the **same** sort of head-dress as **Sami ?**
13 : What are Khan and Sami **doing ?**
14 : What's **Khan** having ?
15 : What's **Sami** having ?
16 : Is **Khan** having the **same** sort of food as **Sami ?**

B1 : What's **Khan's** birth-place ?
2 : What's **Sami's** birth-place ?
3 : Is **Khan's** birth-place the **same** as **Sami's ?**
4 : What's the date of **Khan's** birth ?
5 : What's the date of **Sami's** birth ?
6 : Is the date of **Khan's** birth the **same** as the date of **Sami's** birth ?
7 : Whose mother-tongue is **Urdu ?**
8 : Whose mother-tongue is **Tamil ?**
9 : Is **Khan's** mother-tongue the **same** as **Sami's** mother-tongue ?
10 : What regiment is **Khan** in ?
11 : What regiment is **Sami** in ?
12 : Is **Khan** in the same regiment as **Sami ?**
13 : What's **Khan ?**
14 : What's **Sami ?**
15 : Does **Khan** do the same sort of **work** as **Sami ?**

P1 : Is the date of **your** birth the same as the date of your **(father's)** birth ?
S : Father's : mother's, brother's, sister's.

2 : Is **your** birth-place the same as your **(father's)** birth-place ?
S : Father's : mother's, brother's, sister's.

3 : Is the taste of **(coffee)** the same as the taste of **(tea) ?**
S : Coffee, tea : any two foods or drinks.

4 : Have you the same number of **(fingers)** as you have of **toes ?**
S : Fingers : thumbs, hands, arms, ears, lips, knees, feet, legs.

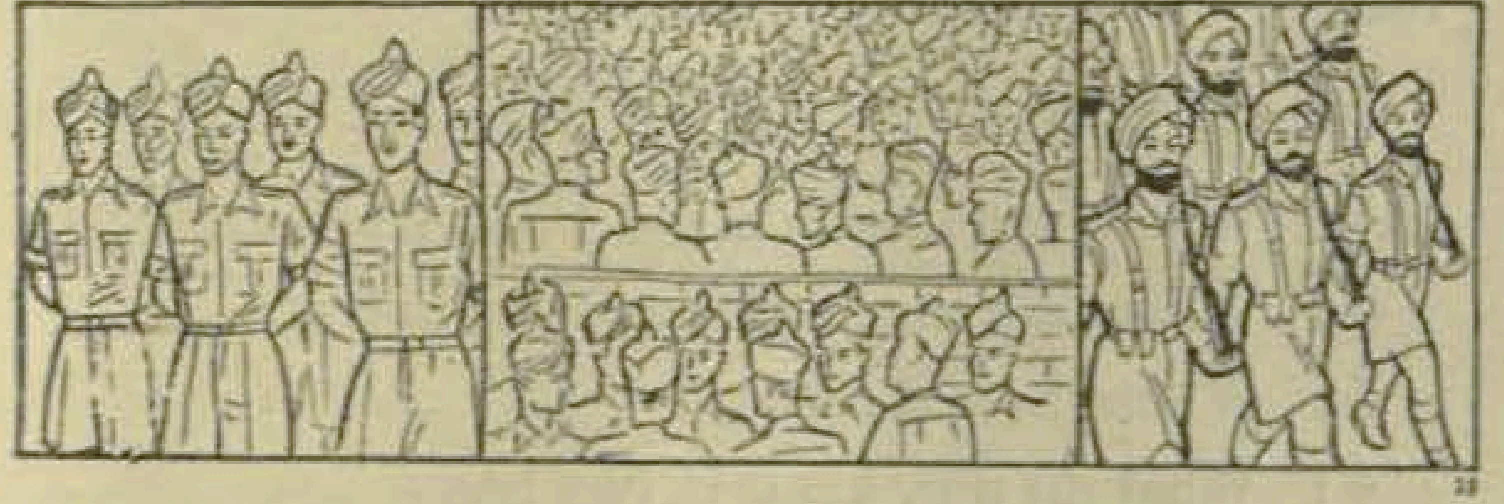
Unit 23

great, small, group



A. Thappa is taking part in a **battle.** He has a **gun** in his hand. It is not a **great** gun ; it is a **small** gun. It is a **rifle.**

B. This is **another** part of the **same** battle-field. A number of soldiers are together firing a **gun. This** gun is **twenty feet long.** It is not a **small** gun ; it is a **great** gun. The soldiers are firing the great gun at the **enemy.**



C. This is not a picture of **one** soldier ; it is a picture of a **number** of soldiers **together.** It is a picture of a **group** of soldiers. There are **six** soldiers in the group ; it is a **group picture.**

D. Here are a number of **soldiers.** All the soldiers are not in **one** group. They are in two **different** groups. There are **two** groups of soldiers in the picture. There are **ten** soldiers in **one** group and **three hundred** soldiers in the **other** group. In the **first** group there are only **ten** soldiers ; it is a **small** group. In the **second** group there are **three hundred** soldiers ; it is not a **small** group ; it is a **great** group.

Ten is a **small** number. In the **first** group there is only a **small** number of soldiers. **Three hundred** is not a **small** number ; it is a **great** number. In the **second** group there are a **great** number of soldiers.

E. Here are a number of Indian **soldiers. All** the soldiers are in **one** group. The group is on **parade.** The men in the group are a section of a Punjabi **regiment.**

In a **section** there are **six** to **ten** men. A **section** is a **small** group of men. In a **division** there are **ten** to **fifteen thousand** men ; a **division** is a **great** group of men.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *great*, *small* AND *group*.

A1 : What's Thappa **doing** ?
2 : What has he in his **hand** ?
3 : Is it a **great** gun ?
N : Learners will give complete answers, *e.g.*, It is not a great gun ; it is a small gun.

B1 : What's **this** ?
2 : What are the soldiers **doing** ?
3 : How **long** is the gun ?
4 : Is it a **small** gun ?
5 : At **whom** are the soldiers firing the great gun ?

C1 : Is this a picture of **one** soldier ?
2 : What's the number of soldiers in the **group** ?

D1 : Who are **these** ?
2 : Are all the soldiers in **one** group ?
3 : What is the number of soldiers in the **first** group ?
4 : What is the number of soldiers in the **second** group ?
5 : Is the **first** group a **small** group or a **great** group ?
6 : Is the **second** group a **small** group or a **great** group ?
7 : Is there a **small** number of soldiers in the **first** group or a **great** number of soldiers ?
8 : Is there a **small** number of soldiers in the **second** group or a **great** number of soldiers ?

E1 : Who are **these** ?
2 : Are all the soldiers in **one** group ?
3 : What's the group of soldiers **doing** ?
4 : Where are the men in this group **from** ?
5 : What's the number of men in a **section** ?
6 : Is a **section** a **great** group of men ?
7 : What's the number of men in a **division** ?
8 : Is a **division** a **small** group of men ?

P1 : What is **this** a group of ?
N : Have pictures of groups of different things ready.

2 : Is (one) a **small** number or a **great** number ?
S : One : two, three, four, one thousand, two thousand, three thousand, four thousand.

3 : Is this a **small** rat or a **great** (rat) ?
S : Rat : cat, dog, snake, insect.
N : Have pictures ready.

4 : Have you a small **(brother)** ?
S : Brother : sister.

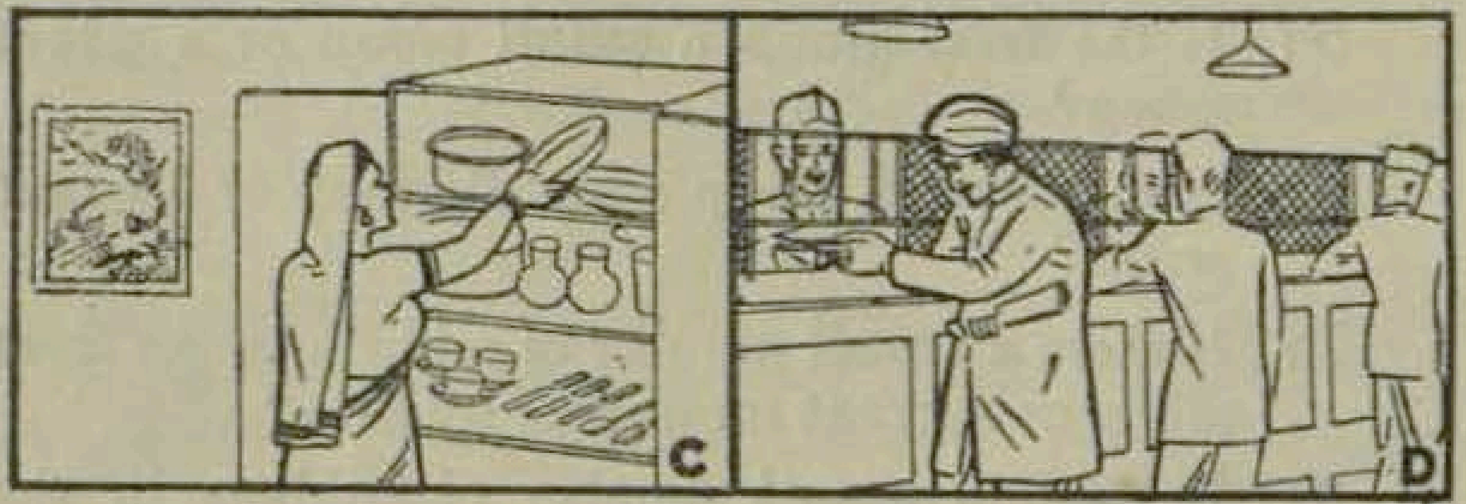
Unit 24

keep, town



A. Govinda and Prem are back from **school.** They are putting their books in a **box.** It is **their** box. They keep their **books** in this **box.** But they do not keep their **pencils** in **this** box ; they keep their **pencils** in a **different** box—the **small** box on the **shelf.**

B. Kamala is back from her **friend's** house. She is putting her sari on a **shelf.** It is **her** shelf. She keeps her **saris** on this shelf. She keeps her **blouses** on this shelf. But she does not keep her **ornaments** on this shelf ; she keeps **them** in a **box** with a **lock** on it.



C. Sita is putting some **vessels** in the **cupboard. Before** every meal she puts the vessels on the **table** and **after** the meal she puts the vessels **back** in the **cupboard. Between** meal times she keeps the vessels in the **cupboard.** She keeps the **knives** in the **cupboard.** She keeps the **spoons** in the **cupboard.**

D. Today is the **first** day of the month. Ram is putting some **money** in the **bank.** He will **keep** the money in the bank for a **month. Then** he will take it **out** again. Ram **never** keeps any money in his **house ;** he keeps it in a **bank.**



E. Khan is back from **parade.** He is putting his **belt** in a **haversack.** It is **his haversack.** He **keeps** his **belt** in this **haversack.** He keeps his **mess tin** and **mug** in this **haversack.** He keeps his **P. T. shoes** and **socks** in this **haversack.**

F. Khan and Sami are back from **school. Khan** is giving a **book** to **Sami.** Sami will **keep** the book for a **day** or **two.** After **reading** it he will give it **back** to Khan.

Sami is giving **Khan** a **hockey-stick.** Khan will **keep** the hockey-stick for a **day** or **two.** After Saturday's **hockey match** he will give the hockey-stick **back** to Sami.

G. Das is in **bed.** He has **fever.** The fever will keep him in bed for **three** or **four** days. After three or four days he will be **well** again. He will be able to get up and go to **work.** A nurse is giving Das some **medicine.** The medicine has a very **bitter** taste.

We keep our **books** and **pencils** in a **box.** That is what a box is **for.** It is for keeping **books** and **pencils** in.

We keep our **vessels** in a **cupboard.** That is what a **cupboard** is **for.** It is for keeping **vessels** in. We keep our **money** in a **bank.** That is what a **bank** is **for.** It is for keeping **money** in. Soldiers keep their clothing in a **kit-bag.** That is what a kit-bag is **for.** It is for keeping **clothing** in.

C : NOTE THAT *keep* HAS NOT THE SAME SENSE AS *put.*

A1 : Where are Govinda and Prem **back** from ?
2 : Where are they putting their **books** ?
3 : Whose box **is** it ?
4 : What do they **keep** in this box ?
5 : Do they keep their **pencils** in this box ?
6 : Where **do** they keep their pencils ?
7 : Where's the **small** box ?

B1 : Where's **Kamala** back from ?
2 : Where's Kamala putting her **sari** ?
3 : Whose shelf **is** it ?
4 : Where does she **keep** her saris ?
5 : Where does she keep her **blouses** ?
6 : Does she keep her **ornaments** on the **shelf** ?
7 : Where does she keep her **ornaments** ?

C1 : What's **Sita** doing ?
2 : Where does she put the vessels **before** a meal ?
3 : Where does she put the vessels **after** the meal ?
4 : Where does she keep the vessels **between** meal times ?
5 : Where does she keep the **knives** ?
6 : Where does she keep the **spoons** ?

D1 : What day of the month is **today** ?
2 : What's Ram **doing** ?
3 : How long will he keep the money in the **bank** ?
4 : Does Ram ever keep any money in his **house** ?
5 : Where **does** he keep it ?

E1 : Where's **Khan** back from?

2 : Where's he putting his **belt**?

3 : Whose haversack **is** it?

4 : Where does he keep his **belt**?

5 : Where does he keep his **mess tin**?

6 : Where does he keep his **P. T. shoes** and **socks**?

F1 : Where are Khan and Sami **back** from?

2 : What's **Khan** giving to **Sami**?

3 : How long will Sami **keep** the book?

4 : What will he do with the book after **reading** it?

5 : What's **Sami** giving to **Khan**?

6 : How long will Khan **keep** it?

7 : When will he give the hockey-stick **back** to Sami?

G1 : Where's **Das**?

2 : What's **wrong** with him?

3 : How long will the fever keep him in **bed**?

4 : When will he be **well** again?

5 : What will he be able to **do**?

6 : Who is giving Das some **medicine**?

7 : What **taste** has the medicine?

8 : Where do we keep our **books** and **pencils**?

9 : What's a **box** for?

10 : Where do we keep our **vessels**?

11 : What's a **cupboard** for?

12 : Where do we keep our **money**?

13 : What's a **bank** for?

14 : Where do soldiers keep their **clothing**?

15 : What's a **kit-bag** for?

P1 : Where do you keep your (**books**)?

S : Books : pencils, boots, shoes, socks, stockings, money, scissors, spoons, rifle, belt, etc.

2 : What's a (**bag**) for?

S : Bag : box, kit-bag, sack, haversack, pouch, water-bottle, shelf, cupboard, bank.

3 : Do we keep our (**coats**) in the same place as we keep our (**pots**)?

S : Coats, pots : shirts, plates ; hats, glasses ; shorts, cups, etc.

M1 : Keep It For Sometime

A : I'm taking your (**hockey-stick**).

B : **All** right.

A : I'm going to keep it for some **time**.

B : **All** right. But don't keep it for a **very** long time. Give it back to me in a **week**.

S : Hockey-stick : football, cricket bat, etc.

2 : Keep In Bed

A : What's **wrong** with you?

B [*in bed*] : I have **fever.**

A : How long will the fever keep you in **bed**?

B : A **day** or **two.**

A : Is this your **medicine**? This shelf is **wet.** Why do you keep your medicine in a **wet** place?

B [*pointing*] : Put the medicine **there. That** place is dry.

A : **All** right! [*Puts it in the place*].

3 : A Small Place

MR. ENGLISH : Here's a letter from your **brother** in **India.**

MRS. ENGLISH : **Thank** you. [*Takes letter*].

MR. ENGLISH : What's he doing **now**?

MRS. ENGLISH : He's still teaching **English** to Indian **soldiers.**

MR. ENGLISH : What's **in** the letter?

MRS. ENGLISH [*reading*] :

Bombay,
10th August 1944.

My dear Dorothy,

I'm not in the same place as I was **last** month. **Last** month I was in **Ferozepore.** Now I'm in **Bombay.** But I'm doing the same sort of **work** as before. I'm still teaching **English** to Indian **soldiers.**

Ferozepore is a **small** town; Bombay is a **great** town. But Bombay is **not** as great a town as **London.** There are only **six** very great towns in India; they are **Calcutta, Bombay, Madras, Delhi, Hyderabad** and **Bangalore.** The other towns are **small.**

I'm writing this letter from **Bombay.** I have a house in the **south** part of the town. It's a **small** house. But it's not as small as my house in **Ferozepore.**

There's a small group of **mango** trees at the **back** of my house. A **mango** is a sort of **fruit.** The number of mango trees in the group is **small.** But there are a **great** number of **mangoes** on every tree.

I get as much fruit **here** as you get in **England** . . .

MR. ENGLISH : He's **happy** in India, **isn't** he?

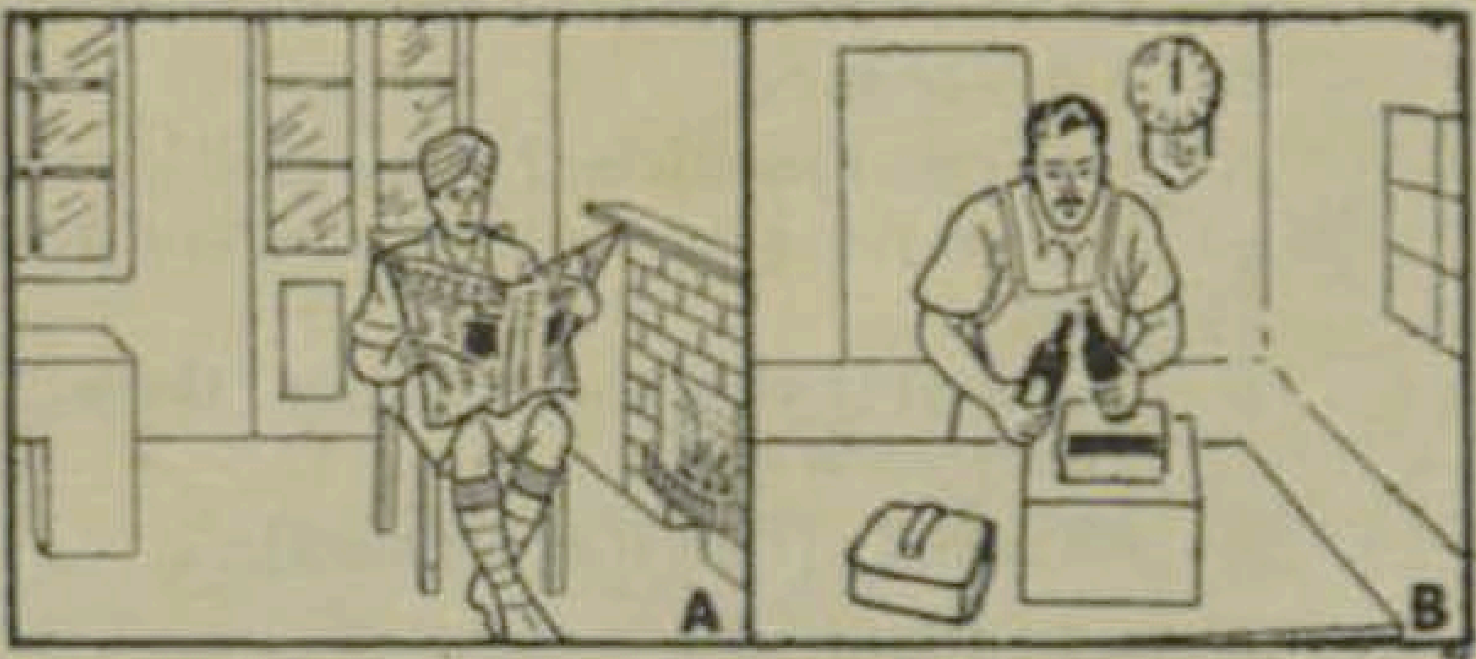
MRS. ENGLISH : **Yes,** he's **very** happy there. John! Go and put this letter in my **bag.**

JOHN : In your **bag,** mother?

MRS. ENGLISH : **Yes, that's** where I keep my **letters.**

Unit 25

keep



A. Abdul is on a **seat** reading a **newspaper.** He is in the **orderly** room. To the **left** of the seat is a **fire-place.** There is a small **fire** in the **fire**-place. The fire is keeping Abdul **warm.** It is a very **cold** day. The **door** and the **windows** are **shut.** If the door and the windows are **shut** the **fire** will keep the room **warm.** If they are **open** the fire will **not** keep the room warm because the **cold air** will come in.

B. It is twelve **o'clock.** The cook in the officers' **mess** is getting a **meal** ready. The weather is **warm.** There is an **ice-box** on a table. The cook is putting some cold beer in the ice-box. The beer is for the **officers.** They will come in at **one** o'clock to have their mid-day **meal.** The cook is going to **keep** the beer in the **ice-box** because the **ice-box** will **keep** the beer **cold.** When he takes the beer **out** of the ice-box at **one** o'clock it will be as **cold** as it is **now.** But the beer will only **keep** cold if he keeps the ice-box **shut.** If he keeps the ice-box **open** the warm **air** will get in and the beer will **not** be cold when he takes it out again at one **o'clock. That** is why he will keep the ice-box **shut.**



C. Khan and **Sami** are working in a **room. Khan** is **reading** a **book** ; **Sami** is **writing** a **letter.** It is a very **wet** day. The windows are **shut.** Khan and Sami are keeping the rain **out.** If they do not keep the rain **out** it will make them very **wet. That** is why they are keeping the rain **out.** There is a cold **wind** outside but the **door** is **shut.** Khan and Sami are keeping the cold wind **out. That** is why the door is **shut.**

D. It is past **six** but **Ali** and **Hassan** are **still** in school and their teacher is **with** them. The teacher is **angry** with **Ali** and **Hassan.** Their work was very **bad** today. **That** is why the teacher is keeping them **in** after **school.** He is keeping them in **after** school for doing **bad work.** It is a sort of **punishment.** The teacher is making Ali and Hassan do their work **again.**



E. Sami is doing some **work.** He is a **sapper.** He gets up at **six** every day and is ready for work at **seven.** He keeps on working from **seven** to **twelve.** Then he has a little **rest.** He gets ready for work again at **three.** He keeps on working from **three** to **seven.** He has a **rest** at **seven** o'clock. After his night meal at **eight** he gets out his **books** and keeps on **reading** from **eight** to **eleven.** At **eleven** he goes to **bed.**

F. Khan is cleaning his **rifle.** After cleaning his **rifle** he will get the buttons of his **uniform** clean. After cleaning his **buttons** he will get his **belt** clean. After cleaning his **belt** he will get his **boots** clean.

He does this sort of work **every** morning. Khan keeps his **rifle** clean. He keeps the buttons of his **uniform** clean. He keeps his **belt** clean. He keeps his **boots** clean.

Keeping his **rifle, belt, boots** and **buttons clean** is one of the '*duties*' of a soldier. It is part of a soldier's **duty** to keep his equipment **clean.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *keep*.

A1 : What's **Abdul** doing ?
2 : What's to the **left** of his seat ?
3 : What's in the **fire**-place ?
4 : What's the fire **doing** to Abdul ?
5 : How is the **weather** ?
6 : Are the door and the windows **shut** or **open** ?
7 : What will keep the room **warm** if the **door** and the **windows** are **shut** ?
8 : Why won't the fire keep the room **warm** if the door and the windows are **open** ?

B1 : What's the **time** ?
2 : What's the cook getting **ready** ?

3 : What's on the **table** ?

4 : What's the cook **putting** in the ice-box ?

5 : For whom is the **beer** ?

6 : At what **time** will they come in ?

7 : What will keep the beer **cold** ?

8 : Why is the cook going to keep the beer in the **ice-box** ?

9 : When will he take the beer **out** of the ice-box ?

10 : How cold will the beer be **then** ?

11 : Will the cook keep the ice-box **shut** or will he keep it **open** ?

12 : Why won't he keep the ice-box **open** ?

13 : At what time will he take the beer out of the **ice-box** ?

C1 : What are **Khan** and **Sami** doing ?

2 : What's **Khan** doing ?

3 : What's **Sami** doing ?

4 : How's the **weather** ?

5 : Why are the windows **shut** ?

6 : What are Khan and Sami keeping **out** ?

7 : **Why** are they keeping the rain out ?

8 : Is the door **shut** or **open** ?

9 : **Why** is the door shut ?

10 : What are Khan and Sami keeping **out** ?

D1 : What's the **time** ?

2 : Who are still in **school** ?

3 : Who is **with** them ?

4 : With whom is the teacher very **angry** ?

5 : How was their **work** today ?

6 : Who is keeping them in after **school** ?

7 : **Why** is the teacher keeping them in after school ?

8 : What's the teacher making them **do** ?

E1 : What's **Sami** doing ?

2 : What **is** Sami ?

3 : At what time does he get **up** ?

4 : When is he ready for **work** ?

5 : How long does he keep on **working** ?

6 : When does he have a **rest** ?

7 : At what time does he **again** get ready for work ?

8 : How long does he keep on **working** ?

9 : When does he have a **rest** ?

10 : When does he have his **night** meal ?

11 : What does he do **after** his night meal ?

12 : How long does he keep on **reading** ?

13 : When does he go to **bed** ?

F1 : What's Khan **cleaning** ?

2 : What will he get clean after cleaning his **rifle** ?

3 : What will he get clean after cleaning his **buttons** ?

4 : What will he get clean after cleaning his **belt** ?

5 : What sort of work does he do every **morning** ?

6 : What does he keep **clean** ?

7 : What's one of the duties of a **soldier** ?

8 : Is it part of a soldier's duty to keep his **equipment** clean ?

P1 : When do you keep the door of your room **(shut)** ?

S : Shut : open.

2 : When do you keep the windows of your room **(open)** ?

S : Open : shut.

3 : Why do we put on **warm** (coats) in **cold** weather ?

S : Coats : boots, stockings, hats.

M1 : Keeping Shoes Straight

A : What's a shoe-**tree** for ?

B : For keeping shoes **straight.**

2 : Keeps On Reading

A : My friend keeps on **reading** from **morning** to **night** and does no **other** work.

B : **Doesn't** he ? My friend here keeps on **writing** from morning to night and does no **other** work.

3 : Keeps Indoors

A : Where's **Prem** ?

B : He's in **bed.**

A : What, is he ill **again** ?

B : **Yes,** he has a **cold** in the **chest.**

A : Will it keep him in bed for **long** ?

B : It'll keep him in bed for **two days.**

A : He **gets** these colds now and then, **doesn't** he ?

B : **Yes,** he **does.**

A : **Why** does he get them ?

B : He keeps indoors 'even' **after** school.

A : What **keeps** him indoors even after school ?

B : **Books.** He keeps on **reading** from **five** to **eight.**

A : **Does** he ?

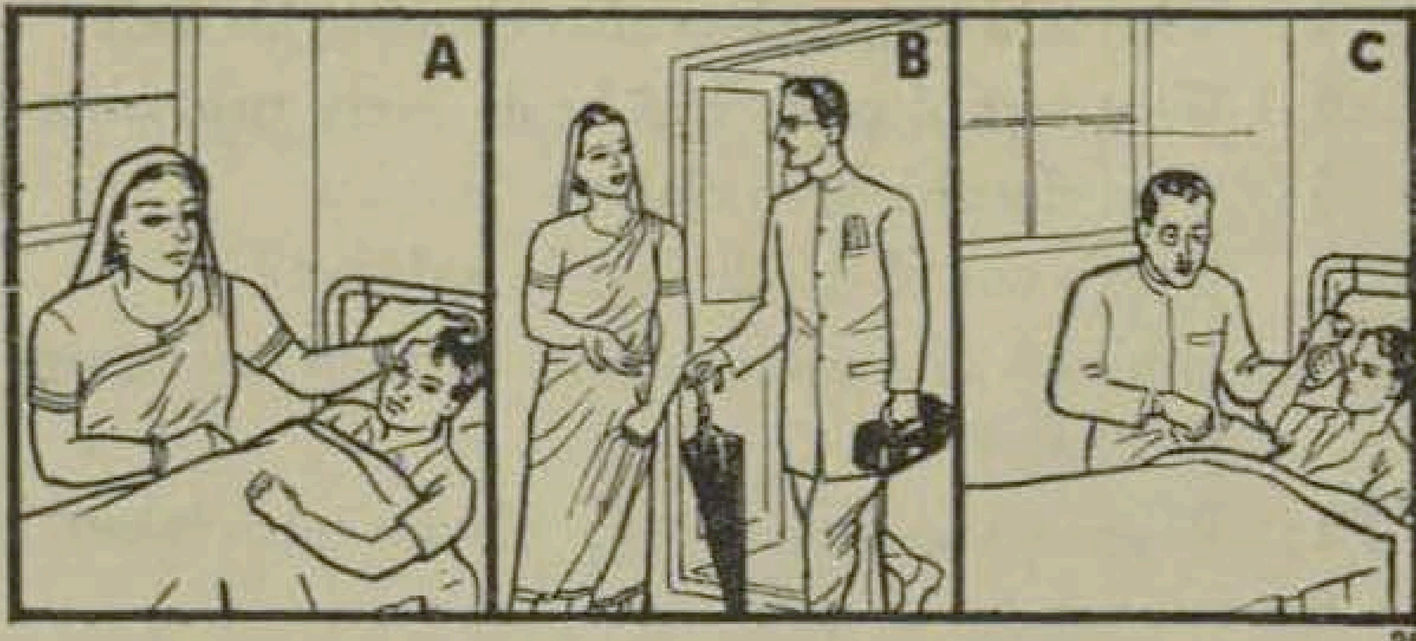
B : **Yes.** And he keeps the windows **shut.**

A : **Why** does he keep the windows shut ?

B : In the **morning** to keep the **sun** out. At **night** to keep the cold **winds** out.

Unit 26

let



A. Prem is in **bed.** He is **ill.** He has a **cold** in his **chest.** His **mother** is **with** him. The doctor will come any **minute.** When the doctor is at the **door,** Sita will **go** to the door; she will get the door **open** and she will let the doctor come **in.** She will let the **doctor** come in; she will let **Ram** come in. But she will not let **Govinda** come in; she will not let **Kamala** come in. She will not let **Govinda** or **Kamala** come in because Prem is having a good **rest.**

B. Here is the **doctor.** He has a **bag** in one hand and an **umbrella** in the other. The door is **open** and Sita is letting the doctor **in.** The doctor is coming **in.**

C. The doctor is now with **Prem.** Prem is in **bed.** The doctor will not let Prem get up **today.** He will not let Prem do any **reading** or **writing.** He will not let Prem go to **school.** He will not let Prem have much **food.**

PREM: Please let me have some **rice,** doctor.

DOCTOR: **All** right. I'll let you have some **rice.** But [*to Sita*] don't let him have **very** much rice. Let him have as much **tea** or **coffee** or **milk** or **water** as he is able to **take.** But don't let him have very much **rice** or **bread** or **soup.**

SITA: **All** right, doctor.

DOCTOR: Don't let him get **up**; let him have a good **rest.**

SITA: I **won't** let him get up, doctor. I'll keep him in **bed.**

DOCTOR: Don't be **sad,** Sita. **He'll** be all right in a **day** or **two.** Here's the **medicine.** Let him take it **three** times every **day.**

SITA: **All** right, doctor. But **if** . . . .

DOCTOR: Let me **go** now. I've **much** work to do. I'll come again **tomorrow.**

SITA: **Thank** you, doctor.

DOCTOR: Don't keep these windows **shut.** Let Prem have some **air.**

SITA: **All** right.



D. Sergeant **Hawkins** is teaching a number of soldiers **English.** He is a **good** teacher. He **never** gets **angry** with his **learners.** He **never** gives them a **punishment.** If anyone does anything **wrong** he lets him **off.** **Still** he is able to make his learners do good **work.**

E. Lieutenant James is giving a soldier a **letter.** Lt. James is a **good** officer. He **never** gets **angry** with his soldiers. He **never** gives them a **punishment.** If anyone does anything **wrong** he lets him **off.** **Still** he is able to make the soldiers do their **work.**

F. **Singh** is making some chapatis. He is a **cook** in a **Punjabi** unit. Singh makes **good** food. The soldiers in **his** unit are very **happy** because they get **good** food **every** day. So if he does anything **wrong** the sergeant lets him **off.**

A1: Who is in **bed**?
2: What's **wrong** with Prem?
3: Who is **with** him?
4: When will the doctor **come**?
5: Who will get the **door** open when the doctor comes?
6: Who will let the doctor come **in**?
7: Whom will Sita let **in**?
8: Whom will she **not** let in?
9: Why will she not let **Govinda** come in?
10: Why will she not let **Kamala** come in?

B1: Who is the man at the **door**?
2: What has he in **one** hand?
3: What has he in the **other** hand?
4: Who is the woman at the **door**?
5: Who is letting the doctor **in**?
6: Who is coming **in**?

C1: Who is the **man** with Prem?
2: Where's **Prem**?
3: Who will not let Prem get **up**?
4: **Why** will he not let Prem do any **reading** or **writing**?
5: What won't the doctor let Prem **have**?
6: How much **rice** will the doctor let Prem have?

7 : How much **tea** will the doctor let Prem have ?
8 : How much **coffee** will the doctor let Prem have ?
9 : Why won't the doctor let him get **up** ?
10 : Where will Sita **keep** him ?
11 : When will Prem be all **right** again ?
12 : What will Prem take three times a **day** ?
13 : When will the doctor come **again** ?
14 : Will Sita keep the windows **open** or **shut** ?
15 : Why won't she keep the windows **shut** ?

D1 : What's Sergeant **Hawkins** doing ?
2 : What sort of **teacher** is Sergeant Hawkins ?
3 : Does he ever get **angry** with his learners ?
4 : Does he ever give them a **punishment** ?
5 : What does he do if someone does something **wrong** ?

E1 : What's Lieutenant James giving a **soldier** ?
2 : What sort of **officer** is Lieutenant James ?
3 : Does he ever get **angry** with his soldiers ?
4 : Does he ever give them a **punishment** ?
5 : What does he do if someone does something **wrong** ?

F1 : What's Singh **making** ?
2 : What **is** he ?
3 : Does he make good **food** ?
4 : Why are the soldiers in his unit very **happy** ?
5 : What does the sergeant do if he does something **wrong** ?

P : Do they let you (put on a **dhoti** when you are on **parade**) ?

S : Put on a dhoti when you are on parade : take your rifle when you go to pictures, go out after roll call, lights out.

M1 : Let Him In

A : Who is at the **door** ?

B : It's **C.**

A : **Let** him in. [*B goes to the door and lets C in*]. Come in, Mr. **C . . .** Take a **seat.**

C : **Thank** you.

2 : Let Him Keep It

A : You have my (**book**) . . . Where **is** it ?

B : I'm going to keep it for some **time.**

A : I won't **let** you keep the book for a **long** time.

B : I'll give it back to you on **Sunday.**

S : Book : umbrella, clock, stick, torch, brush, etc.

3 : Let The Plates Get Broken

A : You have my (plates). Why don't you give them **back** to me ?

B : I'm going to keep them for some **time.**

A : **All** right. But don't let the plates get **broken.**

B : I **won't.**

S : Plates : cups, glasses, pots, bottles.

4 : Let Him Have Apple

A : Keep an eye on the **baby ;** I'm going **out.**

B : **All** right ; I'll keep an **eye** on him.

A : And don't let him have that **(apple) ;** it isn't **good** for him.

B : **All** right ; I won't let him have the **apple.**

S : Apple : orange, mango, etc.

5 : Let Us Go Out

A : Don't keep on **reading** all **day** and all **night.** Let's go **out.**

B : **Where** ?

A : **Anywhere.** Let's go to the **pictures.**

B : **All** right.

6 : Let Us Have A Game

A [*after tea*] : Let's have a game of **football.**

B : I'm **tired.**

A : Let's go to the **cinema.**

B : I don't get any **pleasure** out of the **cinema.**

A : Let's go to **Arvind's** house.

B : **Arvind's** father won't let us **in** now.

A : **Why** not ?

B : Because Arvind does his **school**-work at **this** time of the day.

A : What are we going to do **now** then ?

B : **I'm** going back to my **house.**

A : I won't **let** you go now.

B : Who will do my **work** then ? If I don't do my **work** teacher won't let me off **this** time.

A : Let's do the work **together. I'll** give you **help.**

B : Are we going to do the work **here** ?

A : **Yes, here** and **now.**

B : **Thank** you ! Let's get **ready** then.

W1 : Putting right errors : I put the (vessels) in the cupboard between mealtimes.

2 : Putting right errors : Do and say : I am keeping my (book) on the (table).

3 : Putting right errors : A sepoy puts his (kit-bag) under his (bed) as a rule.

4 : Ask : Will doctor let you have (food) when you have fever ?

Unit 27

So . . . . that

This is a letter from Thappa to his mother :

Bombay,
March 15, 1945

My dear **mother**,

I am writing this letter from my new **depot**. It is a **good** depot. I have a number of old **friends** here. I am **very** happy.

I am writing this letter after my mid-day **meal.** I was **tired** last night. I was **very** tired. I was **so** tired that I was not able to do any **writing.** That is why I am writing **now.**

The weather to-day is **bad.** It is **very** bad. It is **so** bad that I will not be able to go **out** after my **tea.** I am going to take all my **books** and **clothing** out of my **box** and put them **away.**

Part of the shelf over my bed is **broken.** The **other** part is very **small.** It is **so** small that I am not able to put all my **books** and **things** on it. I am going to get a **new** shelf on **Sunday.**

My friend **Sami** is **ill.** Yesterday he was **very** ill. He was **so** ill that he was not able to get **up.** The doctor was here in the **morning.** Sami is very **angry** with the doctor, because he will not let him have any **'pan'.** Sami is **so** angry with the doctor that he will not take any **food**—no **rice,** no **bread,** no **milk,** no **tea.** There is some **medicine** on Sami's table. It is a very **bitter** medicine. It is **so** bitter that Sami will not **have** it.

Your son
Thappa

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *so . . . that.*

N : Learners are to give complete answers, *e.g.*
Q : How tired was he ?
A : He was so tired that, etc.

1 : Where's Thappa writing the letter **from** ?
2 : What sort of depot **is** it ?
3 : Why is Thappa very **happy** ?
4 : What time of the **day** is it ?
5 : Why is Thappa writing the letter **now** ?
6 : How tired **was** he ?
7 : How is the **weather** to-day ?
8 : How bad **is** the weather ?
9 : What's Thappa going to do after his **tea** ?
10 : Where's the **shelf** ?
11 : Is the shelf **broken** ?
12 : How small **is** the other part ?
13 : When is Thappa going to get a **new** shelf ?
14 : Who is **ill** ?
15 : Was he ill **yesterday** ?
16 : How ill **was** he ?
17 : Who was at the depot in the **morning** ?
18 : With **whom** is Sami very angry ?
19 : Why is Sami **angry** with the doctor ?
20 : How angry **is** Sami ?
21 : What's on Sami's **table** ?
22 : How is the **medicine** ?
23 : How bitter **is** it ?

M1 : So Ill That . . . .

A : Where's **Prem** ?
B : He's **ill.**
A : Is he **very** ill ?
B : He's **so** ill that the doctor won't let him (get **up**).

S : Get up : get out of bed, do any reading in bed, have any soup.

2 : So Warm That . . . .

A : Will you get me some (warm) **water** ?
B : **Here's** some warm water—in a **glass.**
A : Is it **very** warm ?
B : It's **so** warm that you won't be able to put it to your **lips.**

S : Warm : cold.

3 : So Interesting That . . . .

A : Who are those (**books**) for ?
B : They're for my **sister.**
A : Does she take a great **interest** in reading ?
B : Great **interest** ? Books are **so** interesting to her that she does nothing **but** reading.

S : Books : pencils, needle and thread.
Reading : writing, stitching.

4 : So Old That . . . .

A : Why is Akbar so **happy** ?
B : Because he's going to get **married** in a short time.
A : To **whom** ?
B : To ——.
A : But isn't she getting **old** ?
B : She **is.** But she isn't **so** old that no one will get **married** to her.

Seatwork (Units 18—27)

A. *Put the right word in the spaces :*

1. I see you are putting your cups in the cupboard. Is that where you .... them ?
2. I have your book ; I am going to .... it for some time.
3. Come on; .... us have a game of football.
4. These sepoys here .... one group and those sepoys there .... another group.
5. I am going out; .... an eye on my box.
6. It is Khan at the door ; please .... him in.
7. He has a pain in his stomach ; do not .... him have any chapatis.
8. My friend .... on reading from morning to night.
9. Does your teacher ever .... you a punishment for bad work ?
10. You will .... a punishment if you take your brother's knife.
11. The sergeant .... angry with him every day.
12. If you do not keep your rifle clean you will .... the sergeant very angry.
13. You won't take the medicine ? The doctor will .... you take it.
14. Your rifle is dirty; .... it clean.
15. Soldiers .... their rifles clean at all times.
16. The baby is dirty; .... it a bath.
17. Cleaning boots will .... your fingers dirty.
18. If your face is dirty why don't you go and .... a wash ?

B. *Put these statements in a different way by using* so....that :

1. Prem is very ill and so his mother will not let him get up.

   E.g. : Prem is so ill that his mother will not let him get up.
2. The cup is full ; the tea is going over on the table.

   ....

   ....
3. They were very tired and so they were not able to do any work.

   ....

   ....

C. *Put these sentences differently :*

1. These colours are not the same.

   ....
2. Khan and Sami are in different regiments.

   ....
3. The taste of coffee is not the same as the taste of tea.

   ....

   ....

D. *Give the answers to these questions :*

1. Is ten thousand a small number or a great number ?

   ....

   ....
2. Where do you keep your books ?

   ....
3. What's a cupboard for ?

   ....
4. What will a warm cover do to a man ?

   ....
5. Will you be able to do any reading if you have a bad pain in the eye ?

   ....

   ....
6. Will you be able to have a game of football if your leg is broken ?

   ....

   ....
7. What's a shelf for ?

   ....
8. Is Bombay a great town or a small town ?

   ....
9. Is a unit a small group of men or a great group of men ?

   ....

   ....
10. What will keep our food warm for us ?

    ....
11. If to-day is Monday what will tomorrow be ?

    ....
12. Does a signaller do the same sort of work as a sapper ?

    ....

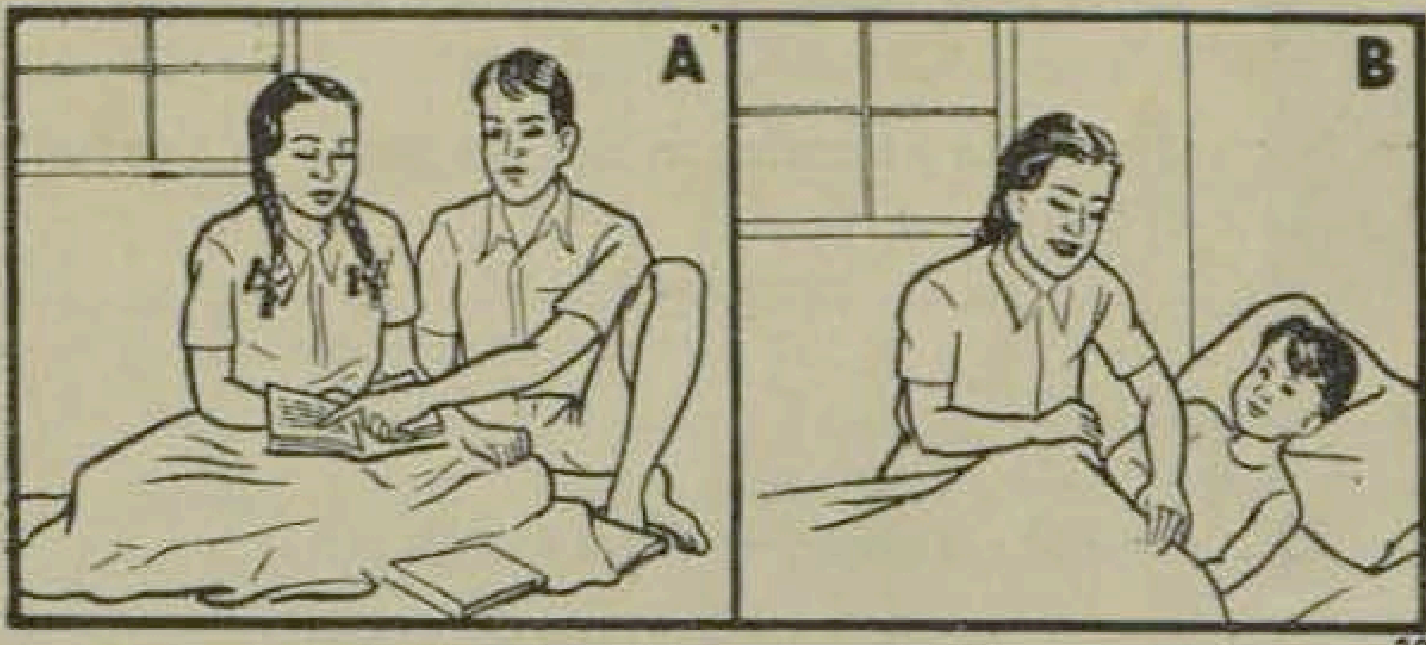
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13. Have you the same number of fingers as you have toes ?

    ....

    ....

Unit 28

such



A. Here is **Prem.** He is teaching his sister **English.** Prem takes a great **interest** in teaching. Boys of **this** sort make good **teachers. Such** boys will be good **teachers.**

His brother **Govinda** is a **different** sort of boy. He has **no** interest in **books** or **reading** or **writing.** Boys of **this** sort **never** make good teachers. **Such** boys will **never** be good teachers.

B. This is **Kamala.** She is putting her small brother to **bed.** Kamala is a great **help** to her **mother.** She does **much** of her mother's work. Girls of **this** sort make good **mothers. Such** girls make good **mothers.**

Her sister **Vimala** is a **different** sort of girl. She is **out** all the time playing **games.** She does not do **any** work in the house. She gives **no** help to her **mother.** Girls of **this** sort do **not** make good mothers. **Such** girls do **not** make good mothers.



C. It is eleven o'clock in the **morning.** A number of sepoys are playing **cards.** They are not doing any **work.** They are not doing **map-reading** or **mathematics.** They are playing **cards.** Sepoys of **this** sort will never be **havildars** or **jemadars. Such** sepoys will never get **promotion.**

D. A **battle** is going on. A soldier is taking an **officer** on his **back.** The enemy are firing their **machine-guns** but the soldier gets the officer back to their **lines. Such** soldiers give a good **name** to their regiment.

A1 : Who is **this** ?
2 : What's he teaching his **sister** ?
3 : In what does Prem take a great **interest** ?
4 : **Who** make good teachers ?
5 : What will such boys **be** ?
6 : Is **Govinda** the same sort of boy as **Prem** ?
7 : What has Govinda no **interest** in ?
8 : Who do **not** make good teachers ?
9 : What will such boys **never** be ?

B1 : Who is **this** ?
2 : What's she **doing** ?
3 : To whom is Kamala a great **help** ?
4 : Does she do **much** of her mother's work ?
5 : Who make good **mothers** ?
6 : Is **Vimala** the same sort of girl as **Kamala** ?
7 : Where's **Vimala** all the time ?
8 : Does **she** do any work in the house ?
9 : Why doesn't **she** give any help to her mother ?
10 : Who do **not** make good mothers ?

C1 : What's the **time** ?
2 : Who are playing **cards** ?
3 : Are they doing any **work** ?
4 : Are they doing **map-reading** or **mathematics** ?
5 : Who will **never** get **promotion** ?

D1 : What's going **on** ?
2 : What has the soldier on his **back** ?
3 : What's **wrong** with the officer ?
4 : What are the enemy **doing** ?
5 : Where's the soldier **taking** the officer ?
6 : **Who** give a good name to their **regiment** ?

M1 : Such Books Are Not For Boys

FATHER : Whose **books** are those ?

SON : They are **your** books.

FATHER : What are **you** doing with them ?

SON : I'm **reading** them.

FATHER [*taking books up*] : These are my **mathematics** and **science** books. **Such** books are not for young **boys ;** they are for **men.**

2 : Such Teachers

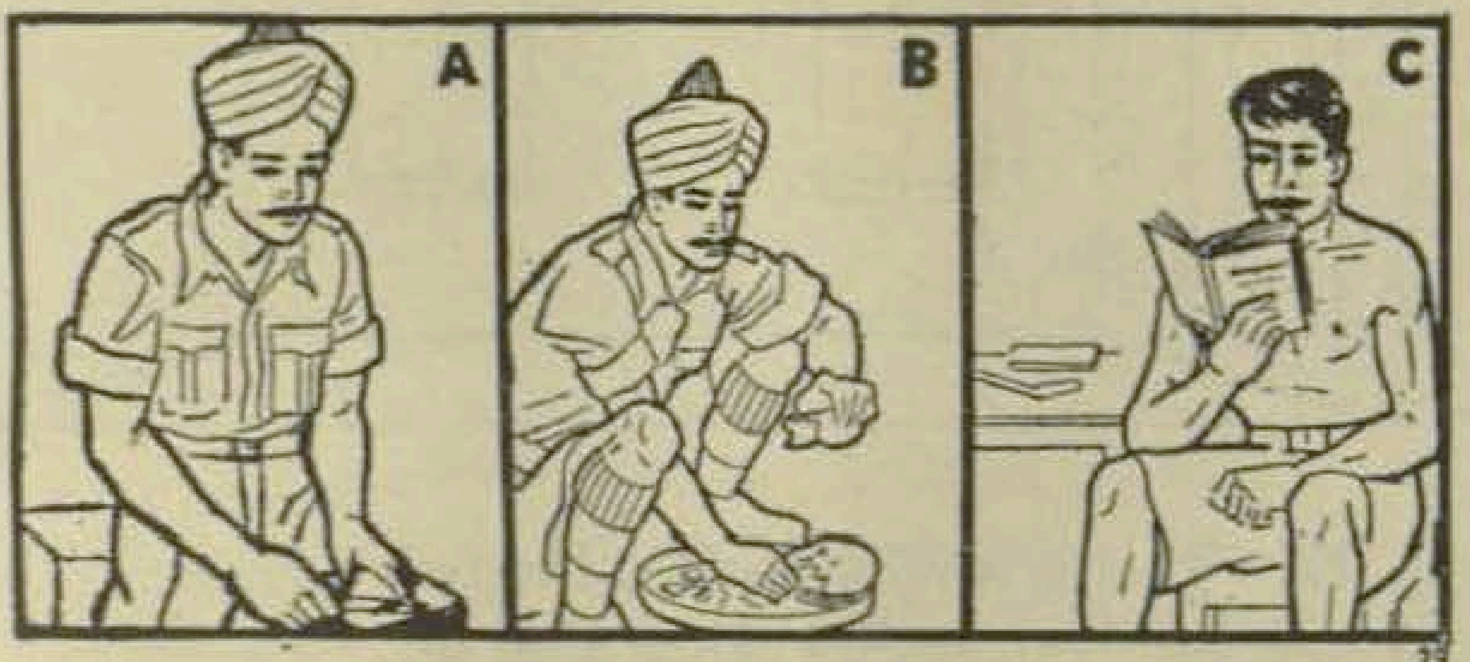
A : **Sarup** is not a good teacher, father.

B : **Why** ?

A : He gets **angry** and gives the boys a **punishment every** day. **Such** teachers do not get good work from their **learners.**

Unit 29

such . . . . that



A. Khan is getting his **knife** sharp on a bit of **stone.** It is a **good** knife. He has the knife with him at **all** times. It is a **very** sharp knife. It is **such** a sharp knife that he has a **shave** with it sometimes. There are no blades at the canteen **today,** and Khan is going to have a shave with the **knife. That** is why he is making the knife so **sharp.**

B. Khan is having a **meal.** The food is **good.** Khan does not get such good food **every** day. He is very **happy.** He is very **happy** because he is having a very good **meal.** He is having **such** a good meal that he will not be able to do any **work** after it. If he does not do his **mathematics** the teacher will be very **angry** with him. But Khan is ready to **take** his punishment because he does not get such good food **every** day.

C. Khan is working at his **books.** He **will** do his mathematics and the teacher will **not** be angry with him. It is a very **warm** day. It is **such** a warm day that Khan is working with only a pair of **shorts** on.



D. Ram is coming back from the **work.** It is **raining.** Ram **has** an umbrella. But it is a very **bad** umbrella ; there are a great number of **holes** in the **cloth** of the **umbrella.** It is **such** a bad umbrella that Ram's **head** and **body** are **wet** with **rain.** When Ram gets back to his **house** he will take off his wet **shirt** and **dhoti,** give his body a **rub** and put on **warm** clothing.

E. Ram is **ill.** He has a bad **cold** and a pain in the **chest.** He is **coughing** and **sneezing.** The chest is giving him great **pain.** It is giving him **such** great pain that he is not able to have any **rest.** Poor **Ram !** The cold will keep him in bed for a **week** and the doctor will not let him have any **chapatis** or **eggs** for some **time.**

The **doctor** and **Sita** are with Ram. **Sita** is very **sad.** There is some **medicine** on the table. It is a very **bitter** medicine. It is **such** a bitter medicine that **no-one** is able to take it without **sugar.** But Ram is ready to **take** the medicine because if he does **not** take the medicine he will not be **well** again.

A1 : What's **Khan** doing ?
2 : What has he with him at **all** times ?
3 : Is the knife **very** sharp ?
4 : Are there any blades at the **canteen** today ?
5 : How is Khan going to have a **shave** ?
6 : Why is he making the knife so **sharp** ?
N : Learners have to give complete answers : *e.g.,* It is such a sharp knife that, etc.

B1 : What's Khan **having** ?
2 : How is the **food** ?
3 : Does Khan get such good food **every** day ?
4 : Why is he very **happy** ?
5 : Is he having a **very** good meal ?
6 : Why will his teacher be **angry** ?
7 : What is Khan ready to **do** ?
8 : Why is Khan ready to **take** his punishment ?

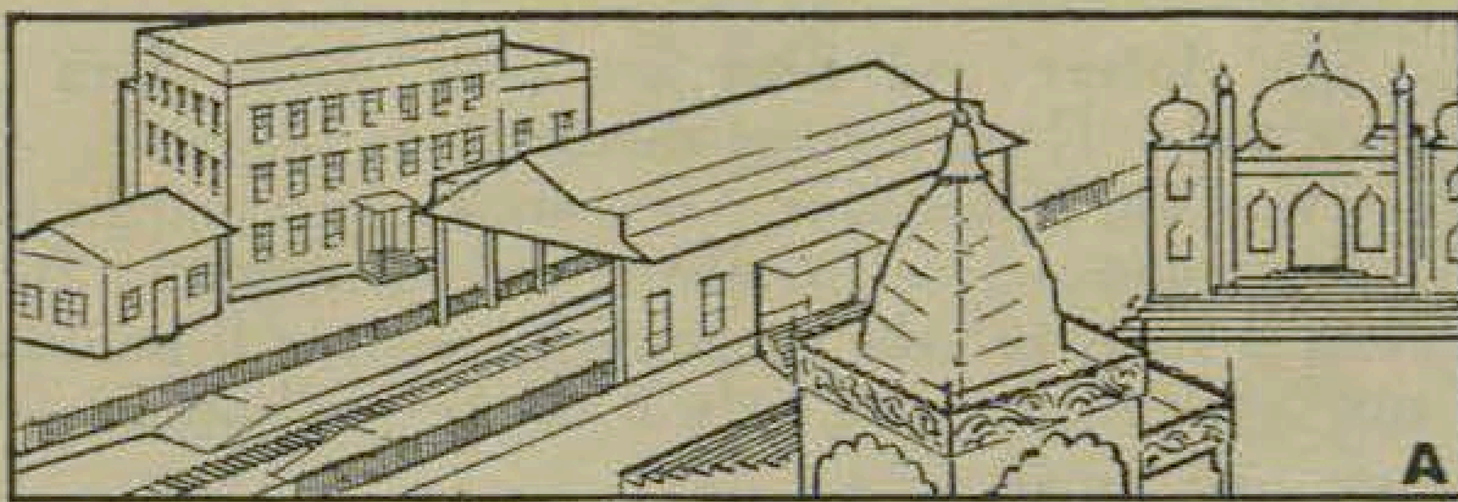
C1 : What's Khan **doing** ?
2 : Why will the teacher **not** be angry with him ?
3 : How is the **weather** ?
4 : Is it a **very** warm day ?

D1 : Where's Ram coming **back** from ?
2 : What has Ram in his **hand** ?
3 : Is the umbrella **good** or **bad** ?
4 : Is it a **very** bad umbrella ?
5 : Why is it such a **very** bad umbrella ?
6 : When will Ram take off his wet **shirt** and **dhoti** ?
7 : What will he do to his **body** ?
8 : What will he put **on** ?

E1 : How is **Ram** ?
2 : What's **wrong** with him ?
3 : Is his chest giving him **very** great pain ?
4 : How long will the cold keep Ram in **bed** ?
5 : What won't the doctor let him **have** ?
6 : Who are **with** Ram ?
7 : Who is very **sad** ?
8 : What's on the **table** ?
9 : What's the **taste** of the medicine ?
10 : Is the medicine **very** bitter ?
11 : Why is Ram ready to **take** the medicine ?

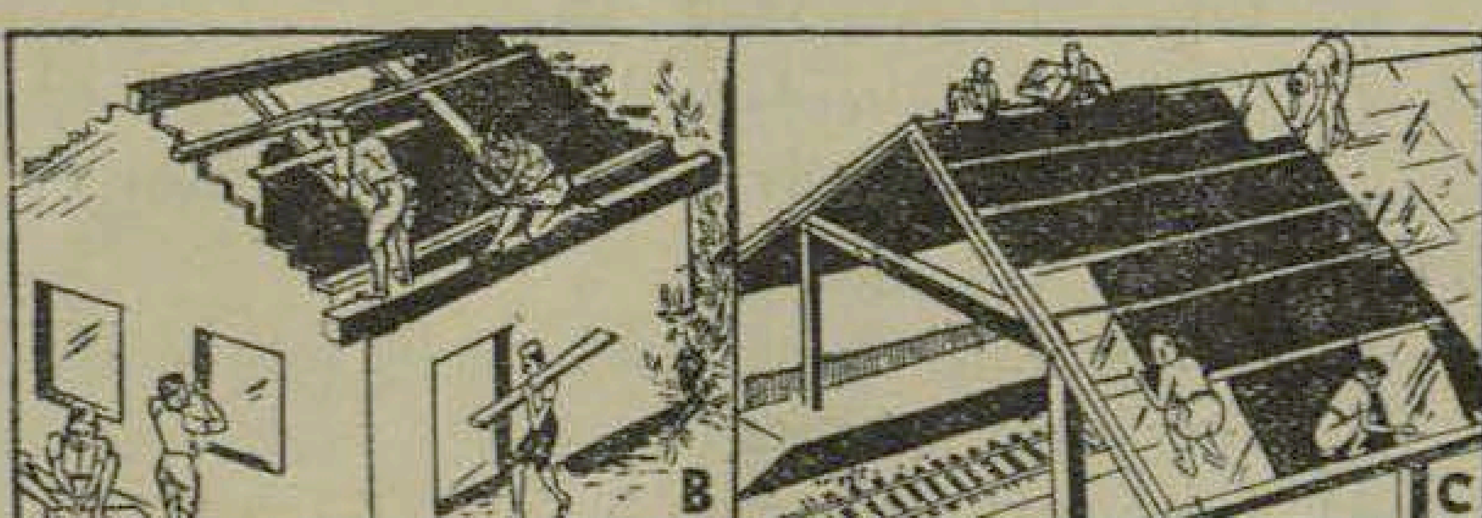
Unit 30

building, base, top, roof, wall



A. There are five **buildings** in this picture. The **first** building is a **house.** The **second** building is a **school.** The **third** building is a **railway station.** The **fourth** building is a **temple.** The **fifth** building is a **mosque.** They are not the **same** sort of building; they are **different** sorts of building.

There are a **number** of such buildings in **every** Indian town. The **house,** the **school** and the **railway station** are **new** buildings. The **house** is not as new as the **school;** the **school** is not as new as the **railway station.** The **temple** and the **mosque** are **old** buildings, but the **mosque** is not as old as the **temple.**



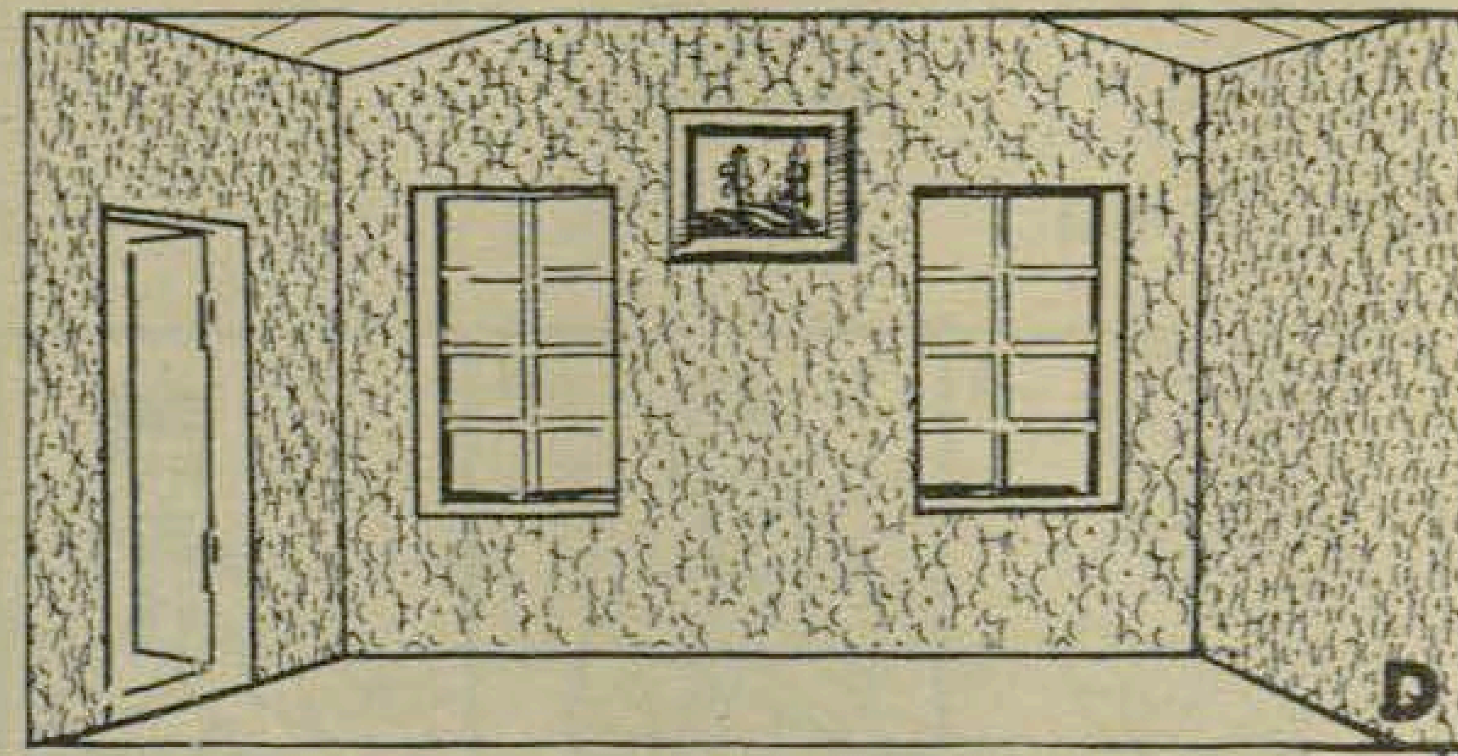
B. Here are a group of **men.** They are building a **house. Some** of the men are working at the base of the house and **some** of the men are working at the **top** of the house. The men at the **top** are putting a **roof** on the building. They are **roofing** the building.

Every building has a **top** and a **base.** At the **top** of a building is the **roof.** At the **base** of the building is the **floor.** The **roof** of a building keeps the **sun** and the **rain** out.

When we are building a house we put down the **base** first. Then, on the base, we put up the **walls.** Then we make **doors** and **windows** in the walls. Then we put a **roof** on the walls.

C. Here is **another** group of men. They are **not** building a **house;** they are building a **railway station.** The **floor** of the station is ready. But the **roof** is **not** ready. Only one **half** of the glass roof is ready. The men are putting a glass roof on the **other** half of the building. The roof will be **ready** in a **short** time.

There are only **five** men working on the **top** of the building. The station building is very **small.** It is only **twenty** yards long.



D. This is a room in **Mr. English's** house. The room has four **walls.** Here you see only **three** of them—the wall at the **back,** the wall on the **right** and the wall on the **left.** The **roof** is on the **top** of the four **walls.** The wall on the **left** has a **door** in it. The wall on the **right** has **no** door in it. The wall at the **back** has two **windows.** There is a **picture** on the wall **between** the two **windows.** The four walls have **paper** on them. The **colour** of the wall-paper is **green.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *base* AND *top.*

A1 : What's the number of **buildings** in the picture?
2 : What's the **first** building?
3 : What's the **second** building?
4 : What's the **third** building?
5 : Is the **fourth** building a **temple** or a **mosque**?
6 : Is the **fifth** building a **mosque** or a **temple**?
7 : Are the **house,** the **school** and the **railway station** the **same** sort of building?
8 : Is the **house** an **old** building?
9 : Is the **house** as new as the **school**?
10 : Is the **school** as new as the **railway station**?
11 : Are the **temple** and the **mosque old** buildings or **new** buildings?

B1 : What's **this**?
2 : What are the men **building**?
3 : Where are **some** of the men working?
4 : Where are the **others** working?
5 : What are the men at the top putting **on** the building?
6 : What are they doing **to** the building?
7 : What two things has **every** building?
8 : What's at the **top** of the building?
9 : What's at the **base** of the building?
10 : What keeps the **sun** and the **rain** out?
11 : What do we do **first** when we are building a house?

12: What do we put up on the **base**?

13: What do we do **then**?

14: Where do we put the **roof**?

C1: What's **this**?

2: Are the men building a **house** or a **railway station**?

3: What part of the building is **ready**?

4: Is the **roof** of the building ready?

5: How **much** of it is ready?

6: What are the men at the top **doing**?

7: When **will** the roof be ready?

8: What number of men are working on the **top** of the building?

D1: What's **this**?

2: Has the room **three** walls or **four** walls?

3: Do you see **three** walls or **four** walls in the picture?

4: Where's the **roof**?

5: What has the wall on the **left** in it?

6: Has the wall on the **right** a door in it?

7: What has the wall at the **back** in it?

8: Where **is** the picture?

9: What's **on** the four walls?

10: What's the **colour** of the wall-paper?

P1: Is every **building** in a town a **(house)**?

S: House: school, railway station, post-office, temple, mosque, barracks, etc.

2: Is this the **(front)** of the building or the **(back)** of the building?

S: Front, back: right side, left side.

N: Point to picture.

3: What's **this**?

N: Point to roof, floor, walls.

4: Has **every** building (a **roof**)?

S: A roof: a floor, walls.

5: Is this the **top** of the building or the **base** of the (building)?

S: Building: tree, table, window, door, wall.

6: (Is) the **(roof)** of a building a **part** of the building?

S: Roof: floor, walls.

7: Are there any **(pictures)** on the walls of **this** room?

S: Pictures: calendars, shelves, clocks.

8: Has any of the walls a **(door)** in it?

S: Door: window.

9: Do the walls of this room keep out the **(rain)**?

S: Rain: sun, wind.

M1: The Top of Box

A: What's this the **top** of?

B: It's the top of a **box.**

S: Box: bottle.

2: Put A Top On Bottle

A: Put some milk in this **bottle.**

B: **All** right [*Does so*]

A: Now put a **top** on the bottle.

B: Put a **top** on the bottle? **Right!**

3: Barrack Buildings

(A sepoy is taking a recruit round the barracks).

SEPOY [*pointing*]: **This** building is the C.O.'s **office.**

RECRUIT: I **see**... And what's **that** building?

SEPOY: **That** building is the **cook-house.**

RECRUIT [*pointing*]: And **that** building, **there**? What's **that**?

SEPOY [*pointing*]: That building, **there**? It's the **canteen.**

RECRUIT [*pointing*]: And those small buildings **opposite** the canteen—what are **they**?

SEPOY: Those are the **barrack**-rooms.

RECRUIT: And where is the **officer's** mess?

SEPOY: The officer's mess is a **mile** from here... Here's the **canteen. Come** on, **let** us have some **tea.**

RECRUIT: **Thank** you! [*They go in*]

4: At The Top of Tree

PREM: Will you get that **mango** off the tree for me, **Ali**?

ALI: Why don't **you** get it?

PREM: You're **tall** but I'm very **short.**

ALI: But the mango is at the **top** of the tree.

PREM: Here's a **stick.**

ALI: It isn't a **long** stick, it's a **short** stick. Get me a **long** stick.

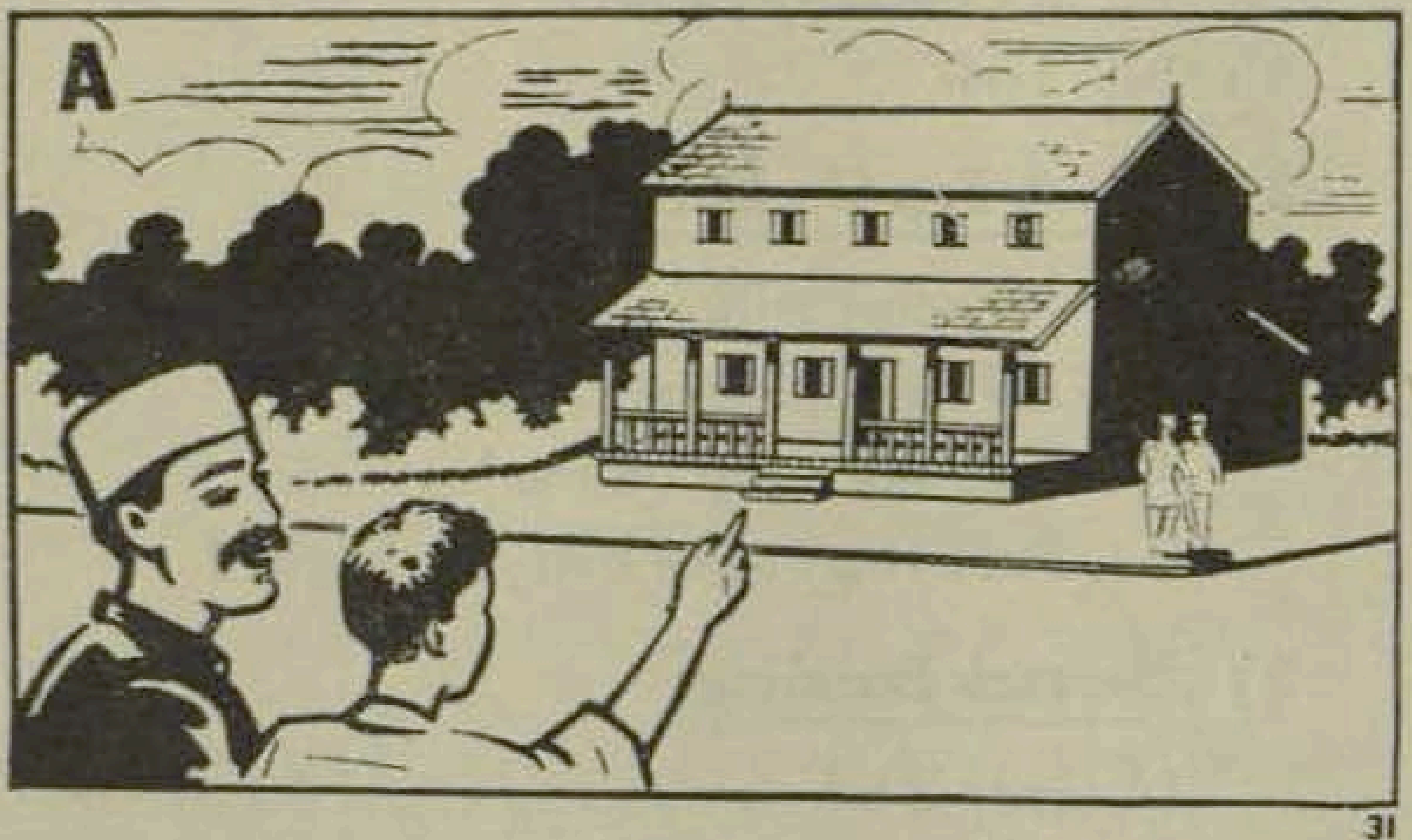
PREM: I haven't a **long** stick... Here's a **seat.** Get up on the **seat.** If you get up on the **seat** you'll be able to get the mango off the tree with the **stick.**

ALI: If I get up on this **wall** I'll be able to get the **mango**... [*Gets up*]: Give me the **stick**.... **There!**

PREM: **Thank** you. I'll give you one **half** of the **mango.**

Unit 31

which



T : This is a picture of a **building** . . . Which is the **roof** of the building ?

L [*pointing*] : That is the **roof** of the building.

T : Which is the **base** of the building ?

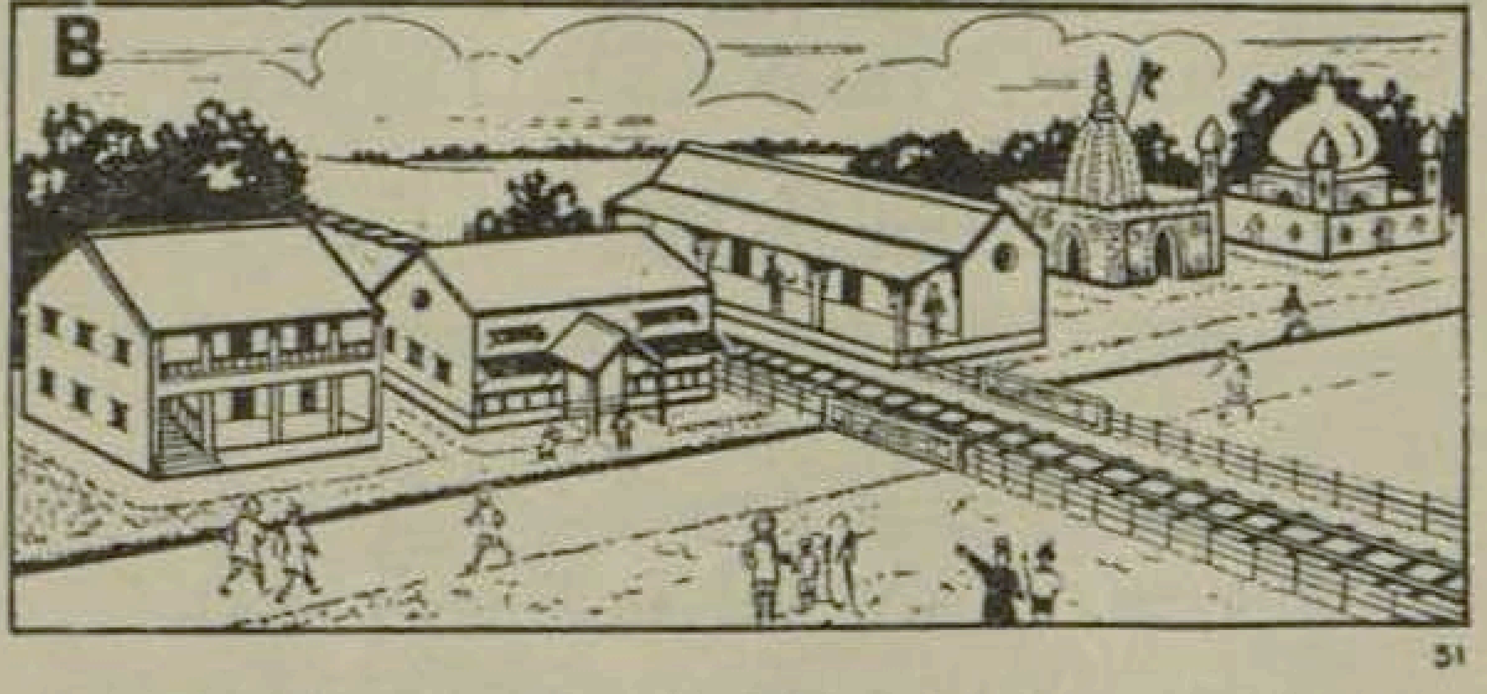
L [*pointing*] : That is the **base** of the building.

T : Which is the **front** of the building ?

L [*pointing*] : That is the **front** of the building.

T : Which is the right **side** of the building ?

L [*pointing*] : That is the right **side** of the building.



T : There are **five** buildings in this picture . . . Which of these buildings is the **house** ?

L : The **first** building is the **house.**

T : Which of these buildings is the **school** ?

L : The **second** building is the **school.**

T : Which of these buildings is the **railway** station ?

L : The **third** building is the railway station ?

T : Which of these buildings is the **temple** ?

L : The **fourth** building is the temple.

T : Which of these buildings is the **mosque** ?

L : The **fifth** building is the mosque.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *which.*

P1 : Which is your (**right** ear) ?

S : Right ear : left ear, right eye, left eye, right arm, left arm, right hand, left hand, right leg, left leg, right knee, left knee, right foot, left foot.

2 : Which are the fingers of your (**right**) hand ?

S : Right : left.

3 : Which are the toes of your (**right**) foot ?

S : Right : left.

4 : Which is your (**seat**) ?

S : Seat : table, pugree, bag, etc.

5 : Which is **my** (seat) ?

S : Seat : table, etc.

6 : Which of these fruits is an (**apple**) ?

S : Apple : orange, berry, nut, mango, etc.

7 : Which of these vessels is a (**cup**) ?

S : Cup : pot, glass, basin, mug, water-bottle, etc.

8 : Which of my (fingers) is **bent** ?

S : Fingers : arms, legs.

9 : Which of these men is a (**lance-naik**) ?

S : Lance-naik : naik, havildar, etc.

N : Point to pictures.

10 : Which of these vehicles is a (**tank**) ?

S : Tank : armoured car, truck, jeep.

N : Point to pictures.

11 : Which of these buildings is the (**C.O.'s office**) ?

S : C.O.'s office : barracks, cook-house, wash-house, etc.

N : Point to picture.

M1 : Which Learner ?

A : Has every learner in this class a (**pencil**) ?

B : No, not **every** learner in this class has a pencil.

A : Which learner **hasn't** a pencil ?

B [*pointing*] : **That** learner hasn't a pencil.

S : Pencil : pen, book, bag.

2 : Which Of These ?

A : I haven't a **bag.** Who will let me have **his** bag ?

B : **I** will.

A [*pointing to bags on shelf*] : Which of these is **your** bag ?

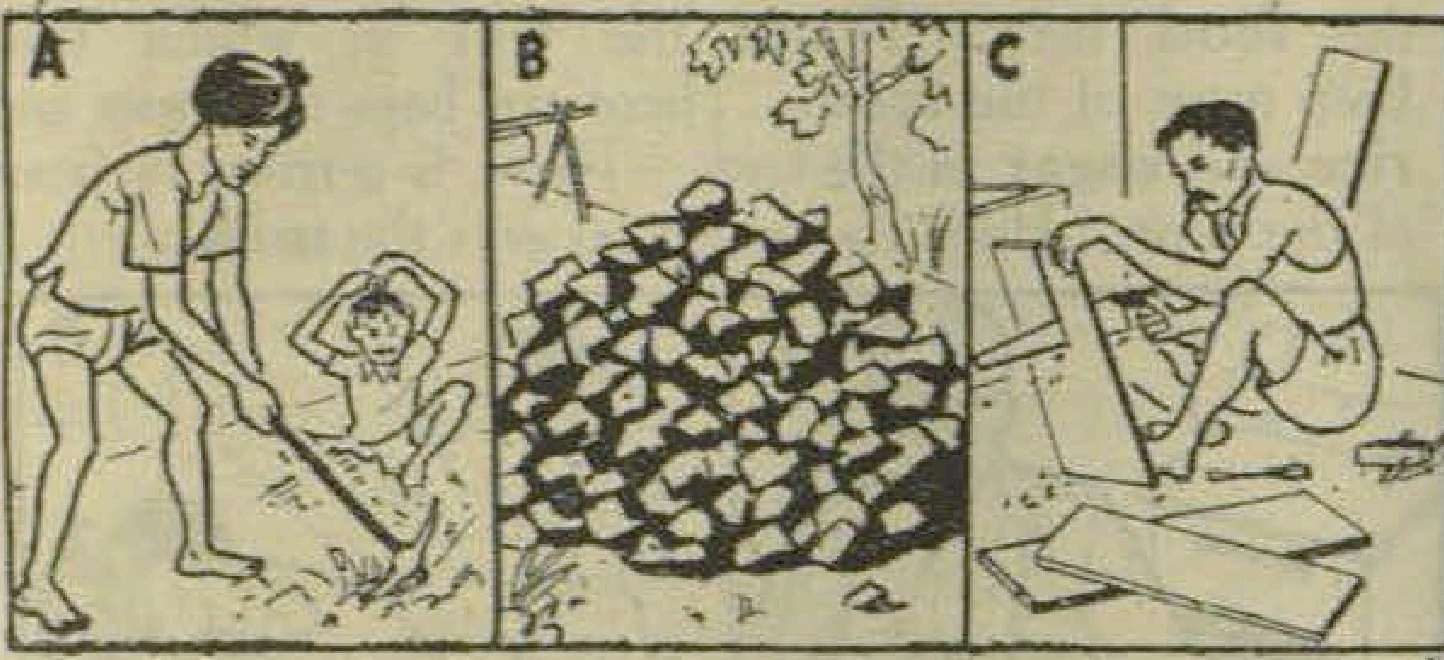
B [*pointing*] : **That** is my bag.

S : Bag : hat, cap, shirt, collar, belt, kit-bag, etc.

W : Q-A conversion : That is your right (ear).

Unit 32

earth, stone, wood



A. The man in the picture is making a **hole** in the **earth.** There is some **earth** at one side of the **hole.** The earth is not **wet ;** it is **dry.** There is a little **boy** with the man. The boy is **playing** with the earth. He is putting some earth on his **head.** When he goes back to his **house** there will be earth on his **head** and on his **face.** His mother will be very **angry** with him because his head will be **dirty.**

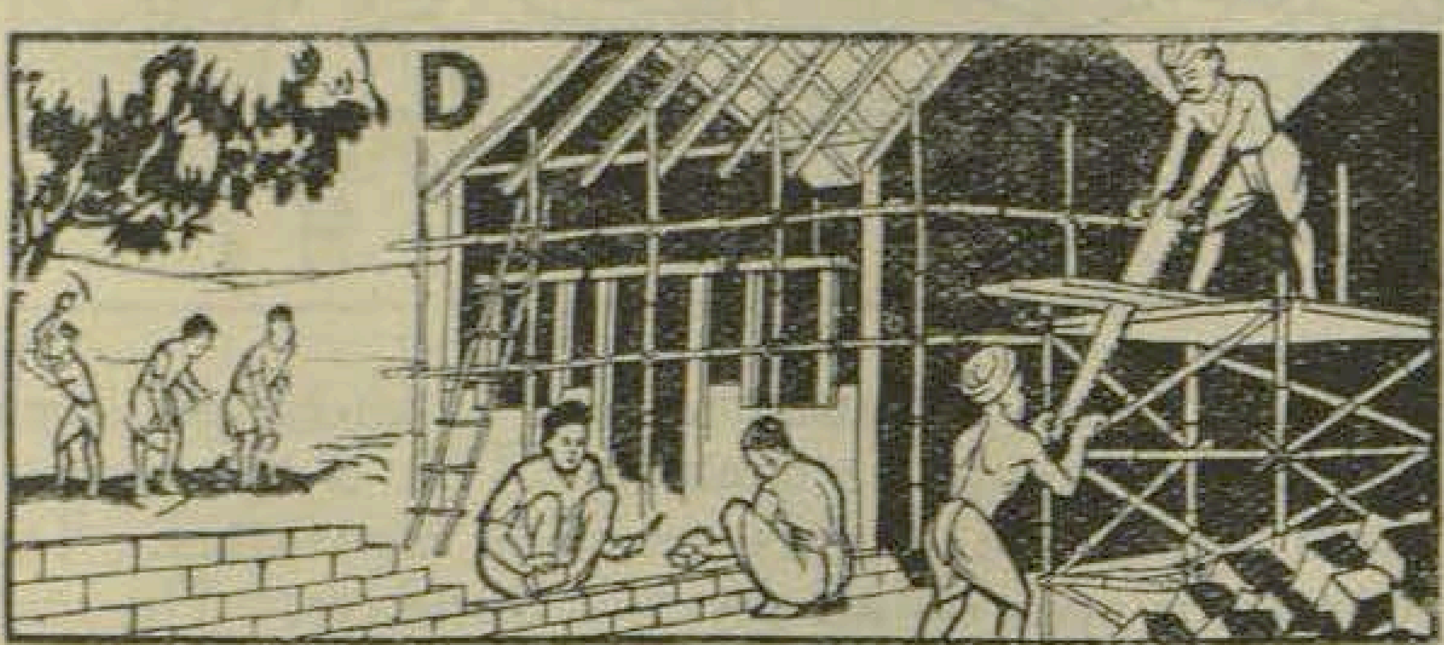
We make **pots** with earth. We make **bricks** with earth.

B. These are **stones.** There are a great number of stones **together.** The colour of these stones is **grey.** Some of them have very sharp **points.**

We make **roads** with **stones.**

C. Here are some bits of **wood.** A man is **cutting** one of the bits of wood. He is going to make a **box** with the bits of wood.

We make **tables** with wood. We make **seats** with wood. We make **blackboards** with wood. We make **shelves** with wood. We make **cricket bats** and **hockey-sticks** with wood. We make a **fire** with bits of wood. The wood of **some** trees is **brown ; other** trees give a **white** or **black** wood.



D. This is a group of **men.** They are building a **house** together. Some are making holes in the **earth.** Others are putting **one** bit of stone on top of **another.** Others are cutting some **wood ;** they are getting the **roof** of the house ready.

The **floor** of the house will be of **stone.** The **walls** of the house will be of **stone.** The **roof** of the house will be of **wood.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *earth, stone, wood.*

A1 : What's the man **doing ?**
2 : What's at one **side** of the hole ?
3 : Is the earth **wet** or **dry ?**
4 : Who is **with** the man ?
5 : What's he **playing** with ?
6 : What's he putting on his **head ?**
7 : What will there be on his **head** when he goes back to his **house ?**
8 : Who will be **angry** with him ?
9 : **Why** will his mother be angry with him ?

B1 : What are **these ?**
2 : Are there only a **small** number of stones ?
3 : What's the **colour** of the stones ?
4 : Have the stones sharp **points ?**
5 : What do we **make** with stones ?

C1 : What are **these ?**
2 : What's **one** of the men **doing ?**
3 : What's he going to **make** with the bits of wood ?
4 : What sort of things do we make with **wood ?**
5 : What's the colour of the wood of **some** trees ?

D1 : What are the men **building ?**
2 : What are **some** of them making ?
3 : What are **others** doing ?
4 : What are the **others** doing ?
5 : What are the men getting **ready ?**

P1 : What do we make **(pots)** with ?
S : Pots : bricks.
2 : What do we make **(tables)** with ?
S : Tables : seats, blackboards, cricket bats, shelves, etc.

M : Such Good Earth

A : Where do you **come** from ?
B : I come from **Velur.**
A : Where's **that ?**
B : It's a small village in **Madras** Presidency.
A : What do you **do** there ?
B : I give my father help on the **'farm.'**
A : Is it **good** earth you have there ?
B : **Yes,** we have **such** good earth that we keep only **part** of the rice we get.
A : What do you do with the **other** part of the rice ?
B : We get **money** for it.

Unit 33

who, whose, which, whom



A. There are four men at a **table.** They are soldiers in the Indian **Army.** The man who is in **front** of the table is a **Punjabi.** The man who is at the **right** side of the table is a **Bengali.** The man who is at the **back** of the table is a **Madrassi** and the man who is at the **left** side of the table is a **Mahratta.**

There are **all** sorts of men in the Indian Army: **Punjabis, Gurkhas, Rajputs, Bengalis, Madrassis, Mahrattas** and so on. There are men who are **tall** and men who are **short,** men who have **short** hair, and men who have **long** hair, men who are **married** and men who are **not** married, men who are **fathers** and men who are **not** fathers.

The mother-tongue of a Punjabi is Punjabi. The mother-tongue of a Bengali is Bengali. The mother-tongue of a Madrassi is Tamil and the mother-tongue of a Mahratta is Marathi.

There are **all** sorts of men in the Army: men whose mother-tongue is **Urdu,** men whose mother-tongue is **Hindi,** men whose mother-tongue is **Pushtu,** men whose mother-tongue is **Bengali,** men whose mother-tongue is **Tamil,** men whose mother-tongue is **Marathi,** and a great number of others.

B. This is a **barrack**-room. In different parts of the room are a number of **turbans.** The turban which is on the **table** is a **Pathan's** turban. The turban which is on the seat is a **Punjabi's** turban. The turban which is on the **shelf** is a **Mahratta's** turban, and the turban which is on the box is a **Madrassi's** turban.



C. Here are a **number** of **tents.** They are the tents of the men of a **Punjabi** Regiment. The men are going to the Burma **front.** They are now having a **rest.** They will be here for another **week.**

D. This is a **tent.** The soldiers do their **cooking** here. **This** is the tent in which they do their **cooking.** We see a **fire,** a number of **vessels** and some men who are cooking the **food.**

E. This is **another** tent. The cooks keep most of the **food** here. This is the tent in which they keep most of the **food.** There are bags of **grain** and **rice** and **sugar** in the tent. There is a **man** in front of the tent. He is the man who gets the **milk.**



F. This is a **letter**-box. The soldiers put their **letters** in **this** box. This is the box in which they put their **letters.** The man who is near the letter-box is the **post** havildar. He has a **bag** at his side. He takes the letters from the **letter-box** to the **post-office** in this bag. **This** is the bag in which he takes the letters from the **letter-box** to the **post-office.**

G. This is a **water**-pipe. The soldiers **go** to this water-pipe to get a drink of **water.** This is the water-pipe to which the soldiers **go** to get a drink of **water.** There are **two** men near the water-pipe. The one who has his pugree **off** is drinking some **water.** The other **man,** the one who is taking his pugree **off,** will have a drink after a minute or two.



H. This is a **canteen.** The soldiers get their **cigarettes** from this **canteen.** This is the canteen from which the soldiers get their **cigarettes.** The canteen is open on **all** days but **Sundays.** The man whom we see in the picture is the **contractor.**

I. This is the place from which the soldiers get their **medicines.** The man who has glasses on is the **doctor.** **He** is the man to whom the soldiers go when they are **ill.**

C: *The man who is in front of a table is a Punjabi = A man is in front of a table. He is a Punjabi. The turban which is on the table is a Pathan's*

turban = There is a turban on the table. It is a Pathan's turban. Who, which, whose, whom are used to join two sentences. We use *who* when we refer to men and *which* when we refer to things.

A1 : What's the number of men at the **table** ?

2 : Who **are** they ?

3 : Who is the man who is in **front** of the table ?

4 : Who is the man who is at the **right** side of the table ?

5 : Who is the man who is at the **back** of the table ?

6 : Who is the man who is at the **left** side of the table ?

7 : What **sort** of men are there in the Indian Army ?

8 : Are there any men in the Army who are **tall** ?

9 : Are there any men who are **short** ?

10 : Are there any men who have **long** hair ?

11 : Are there any men who have **short** hair ?

12 : Are there any men who are **married** ?

13 : Are there any men who are **not** married ?

14 : Are there any men who are **fathers** ?

15 : Are there any men who are **not** fathers ?

16 : Are there any men in the Army whose mother-tongue is **Urdu (Hindi, Bengali)** etc. ?

B1 : What's **this** ?

2 : Which is a **Pathan's** (Punjabi's etc.) turban ?

C1 : What are **these** ?

2 : Whose tents **are** they ?

3 : How long will they **be** here ?

D1 : What's **this** ?

2 : Is this the tent in which they do their **cooking** ?

E1 : What's **this** ?

2 : What do the cooks **keep** in this tent ?

3 : Is this the tent in which they keep the **food** ?

4 : What are in the bags which are on the **floor** ?

5 : Whom do we see at the **door** of the tent ?

6 : Who **is** the man ?

F1 : What's **this** ?

2 : Is **this** the box in which the soldiers put their **letters** ?

3 : Who is the man who is **near** the letter-box ?

4 : Is **this** the bag in which he takes the letters to the **post-office** ?

G1 : What's **this** ?

2 : Is this the water-pipe to which the soldiers go to get a drink of **water** ?

3 : What's the man who has his pugree **off** doing ?

4 : When will the man who is **taking** his pugree off have his drink ?

H1 : What's **this** ?

2 : Is this the canteen from which the soldiers get their **cigarettes** ?

3 : Who is the man whom we see in the **canteen** ?

I1 : Is this the place from which the soldiers get their **medicines** ?

2 : Whom do we **see** in the picture ?

3 : Is he the man to whom the soldiers go when they are **ill** ?

N : Learners are to give complete answers to every question. e.g. Answer to P1 is : the name of the man who is in front of the table is (Singh).

P1 : What's the name of the man who's (in **front**) of the table ?

S : In front : at the back, at the right side, at the left side.

N : Place learners at sides of table.

2 : Does a man who makes (**shoes**) make (**coats**) ?

S : Shoes, coats : boots, shirts ; hats, stockings ; locks, umbrellas ; cricket bats, matches ; tennis balls, buttons.

3 : What name do we give to the man who (does the **cooking**) ?

S : Does cooking : does teaching, does hair-cutting, does signalling, makes coats.

4 : What's the name of the store from which you get your (**books**) ?

S : Books : pencils, buttons, thread, dhotis, etc.

5 : What's the name of the man to whom I am giving a (**pencil**) ?

S : Pencil : book, brush, pen, hat, rubber, etc.

6 : What's the name of the person from whom I am taking a pair of (**trousers**) ?

S : Trousers : shorts, socks, stockings, shoes, boots, etc.

W1 : Learners to make use of *which* to join sentences : T : This is a (hat). It was on my shelf yesterday. L : This is the hat which was on my shelf yesterday.

2 : Learners to use *whose* to join sentences : T : This is my friend. I was cleaning his (boots) yesterday. L : This is the friend whose boots I was cleaning yesterday.

3 : Learners to make use of *which* to join sentences : T : This is a store. I get my (books) from this store. L : This is the store from which I get my books.

Unit 34

high, low



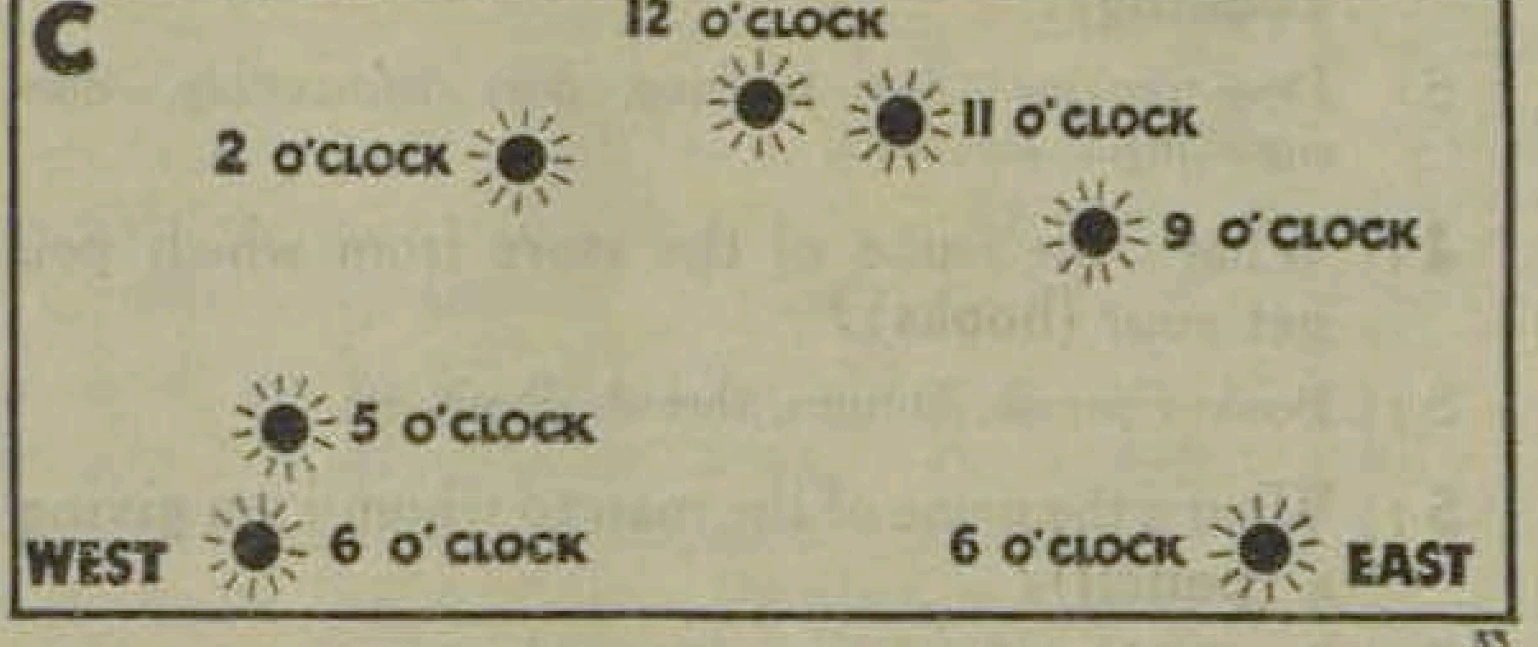
33

A. The building which is on the **left** is a **railway station.** The railway station is a **high** building. From the **base** of the building to the **top** of the building it is **one hundred feet.** It is a **very** high building.

The building which is on the **right** is a **house.** It is not a **high** building; it is a **low** building. It is only **fifteen** feet high. It is a **very** low building.

The roof of the **station** is very **high.** But the roof of the **house** is very **low.** The walls of the **station** are very **high** but the walls of the **house** are very **low.**

B. **Govinda** is at the foot of a **mango** tree which is in front of his **house.** There is a **mango** at the top of the tree. It is not a **low** tree; it is a very **high** tree. It is forty feet **high.** Govinda is a **tall** boy and he has a **long stick** in his hand. But the tree is so **high** that he is not able to get the mango **off** the tree with his stick.



33

C. This is a picture of the **sky** at different times of the **day.** At **six** o'clock in the **morning** the sun is very **low.** It is very low down in the **east.** At **nine** the sun is not as **low** as it is at **six**; but it is not **very** low. At **eleven** the sun is **high**; but it is not as high as it is at **twelve.** At **twelve** the sun is **very** high in the sky. At two after mid-day the sun is not **low**; it is **high.** But it is not as high as it is at **twelve.** At **five** it is not **high**; it is **low** down in the **west.** But it is not as low as it is at **six.** At **six** the sun is **very** low; it is very low down in the **west.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *high* AND *low*.

A1: Which is the **railway station**?
2: Is the railway station a **low** building?
3: How **high** is the building?
4: Is it a very **low** building?
5: Which is the **house**?
6: Is it a **high** building?
7: How high **is** the building?
8: Is it a very **high** building?
9: Is the **roof** of the station very **high** or ver low?
10: Is the roof of the **house** very **low** or ver high?
11: Are the walls of the station very **low**?
12: Are the walls of the house very **high**?

B1: Where is **Govinda**?
2: Where **is** the mango tree?
3: Where is the **mango**?
4: Is it a **low** tree?
5: How high **is** the tree?
6: Is Govinda **short**?
7: What has he in his **hand**?
8: **Why** won't Govinda be able to get the mang off the tree?

C1: What's **this** a picture of?
2: Where's the sun at six in the **morning**?
3: Is it very low down in the **east**?
4: Is the sun as low at **nine** as it is at **six**?
5: Is the sun low at **eleven**?
6: Is the sun as high at **eleven** as it is at **twelve**
7: Is the sun low at **twelve**?
8: Is the sun low at **two** after **mid-day**?
9: Is the sun as high at **two** after **mid-day** a it is at **twelve**?
10: Is the sun high at **five**?
11: Where **is** it at **five**?
12: Is it as low at **five** as it is at **six**?
13: Is the sun **high** at six?
14: Where **is** the sun at six?

P1: (Is) the (**roof**) of this building **high** or **low**
S: Roof: walls, doors.

2: Is the sun as high at (**eleven**) as it is at (**twelve**)
S: Eleven, twelve: one, twelve; two; one.

3: Is the sun as low at (**nine**) as it is at (**eight**)?
S: Nine; eight: eight, seven; seven, six.

W1: Ask: Is this a high (seat)?
2: Ask: How high is the (roof)?

Unit 35

into, line

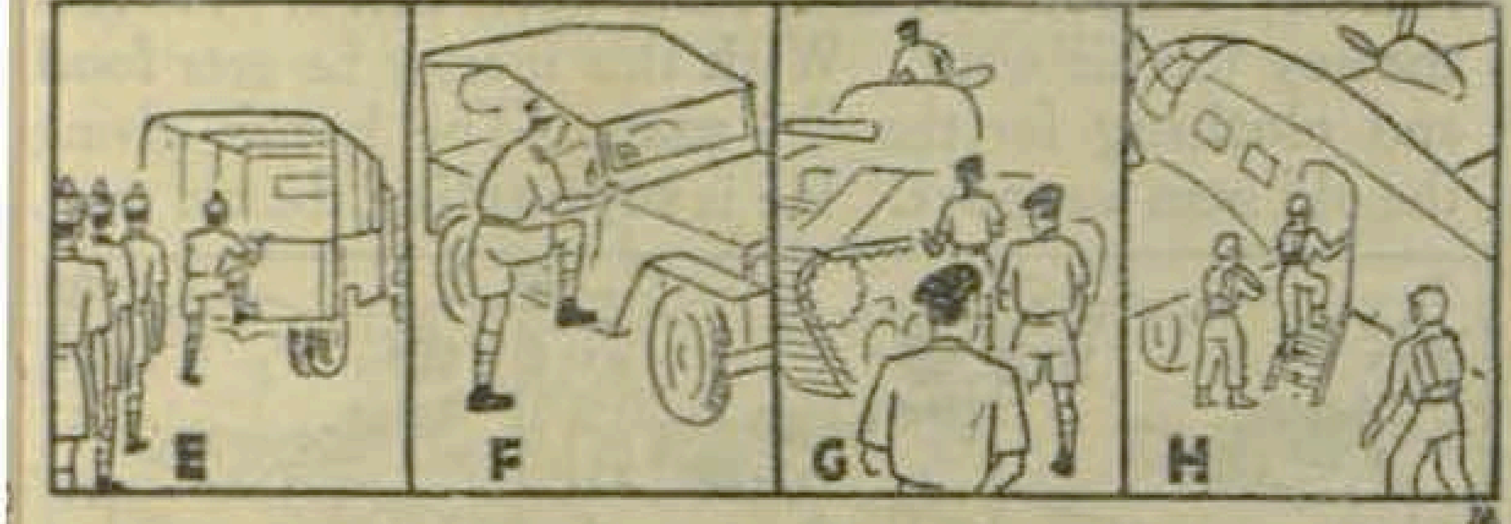


A. It is **night**-time. Mrs. **English** is in her house-coat. This is her **bed-room.** Mrs. English is going **into** her **bed-room.**

B. Mrs. English is now **in** her bed-room. She has a glass of warm **milk** every night before she goes to **bed.** In the picture she is putting some warm milk into a **cup.**

C. There is a **cupboard** in one of the walls of the room. The door of the cupboard is **open** and Mrs. English is putting the cup **back** into the **cupboard.**

D. The **cup** is now in the **cupboard.** The bed is **ready.** Mrs. English is getting into **bed.**



E. A number of **soldiers** are getting into a **lorry.** They are going up to the 'front' in a 'convoy'. They are getting into the lorry **one** after the **other.**

F. This is **another** part of the 'camp' at the **base.** An **officer** is getting into a **jeep.** He is going in the **same** convoy as the soldiers in the **lorry.**

G. Here are four soldiers with their 'tank.' One of the soldiers is getting **into** the tank. He is the **first** to get into the tank. He is the '**driver.**'

H. An airplane is ready to take **off.** The man who is getting **into** the airplane is the **wireless operator.** The **gunner** will get in **after** him. The **pilot** will get into the plane **last.** When all the three men are in the plane it will take **off.**



I. A number of soldiers are getting ready for **parade.** They are all coming from different **places.** In a minute or two all the soldiers will come **together** and get into **line.**

J. The men are now all **together.** They are getting into **line.** They will not take **very** long to get into line.

K. Now the men are **in** line. They are ready for the **parade.** In a minute the sergeant will call the **roll.**

A1 : What **time** is it?
2 : What's Mrs. English **in**?
3 : What's Mrs. English going **into**?

B1 : Where's Mrs. **English**?
2 : What's she putting into a **cup**?

C1 : What's in one of the **walls** of the room?
2 : What's Mrs. English putting into the **cupboard**?

D1 : Where's the cup **now**?
2 : What's Mrs. English getting **into**?

E1 : What are the soldiers getting **into**?
2 : Are the soldiers getting into the lorry all **together**?

F1 : What's **this**?
2 : Who is getting into a **jeep**?
3 : Where is he **going**?

G1 : How will **these** soldiers get to the front?
2 : Who is getting into the **tank**?
3 : Where will he take **his** place?
4 : When will the **other** soldiers get into the tank?
5 : Will the other soldiers get into the tank all **together**?

H1 : Who is the man who is getting into the **airplane**?
2 : Who will get in after **him**?
3 : Who will get into the airplane **last**?

I1 : What are the soldiers getting **ready** for?
2 : Where are they coming **from**?
3 : What will the soldiers do in a **minute**?

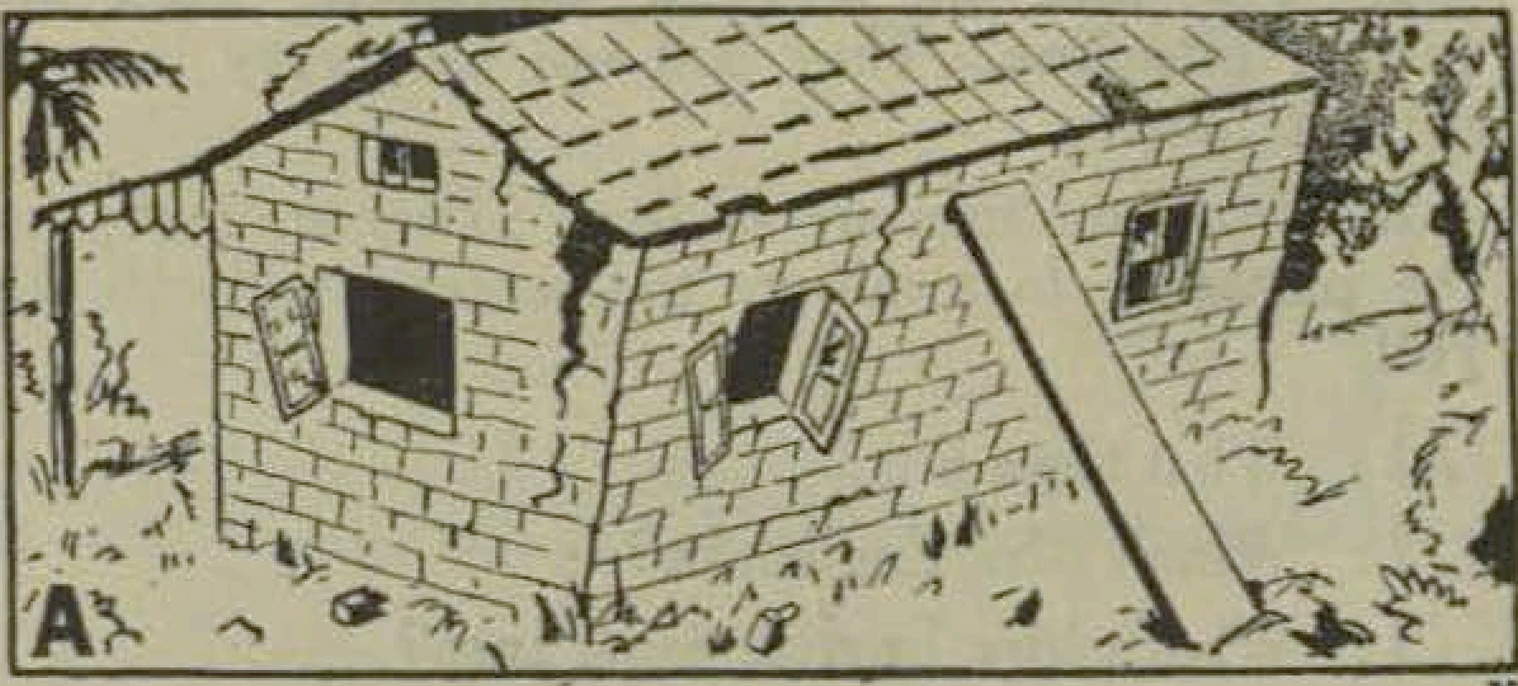
J1 : What are the men **doing**?
2 : How long will they **take** to get into line?

K1 : Are the men in line **now**?
2 : What are they **ready** for?
3 : What is the **sergeant** going to do?

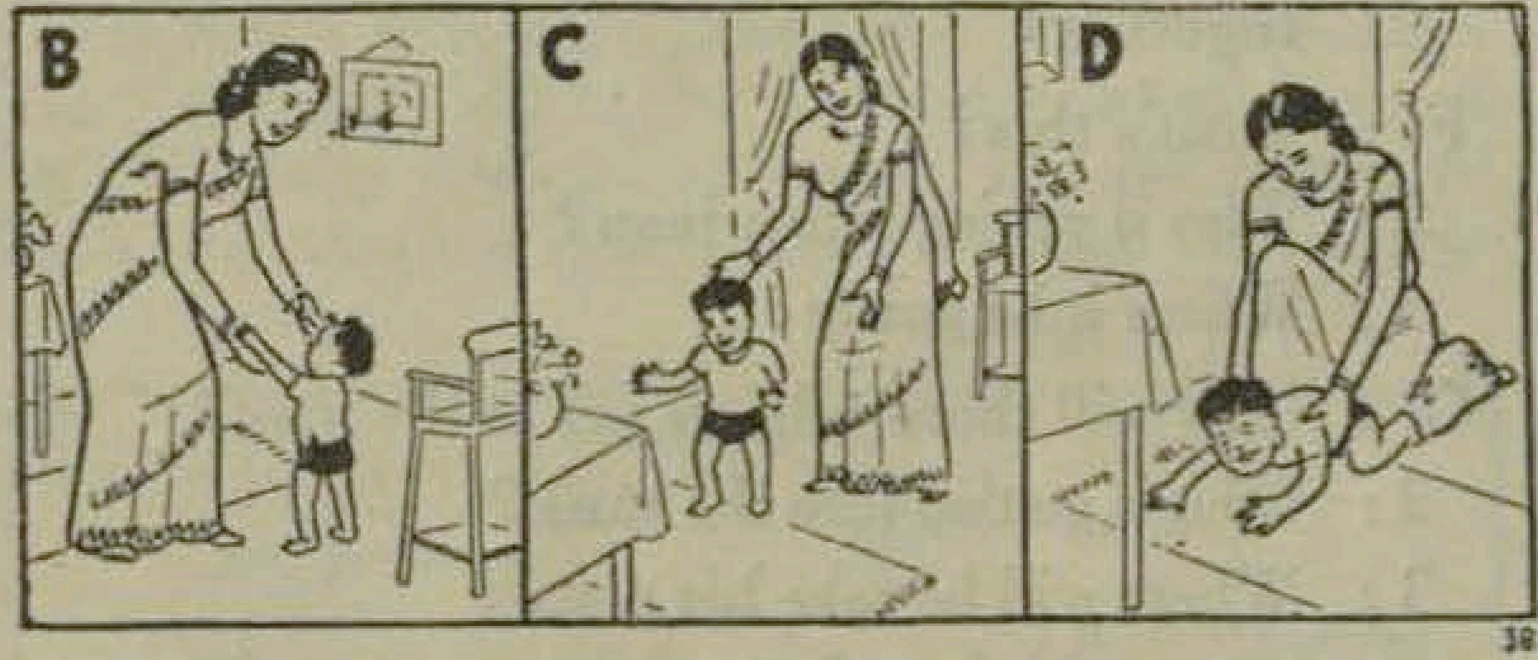
P1 : What am I putting into my **box**?
N : Put pencil, pen, book, bit of chalk, rubber, etc., into box.
2 : What am I putting my knife **into**?
N : Put knife into box, bag, pocket, cupboard, etc.

Unit 36

fall, support, strong, feeble, bridge, arch, give way



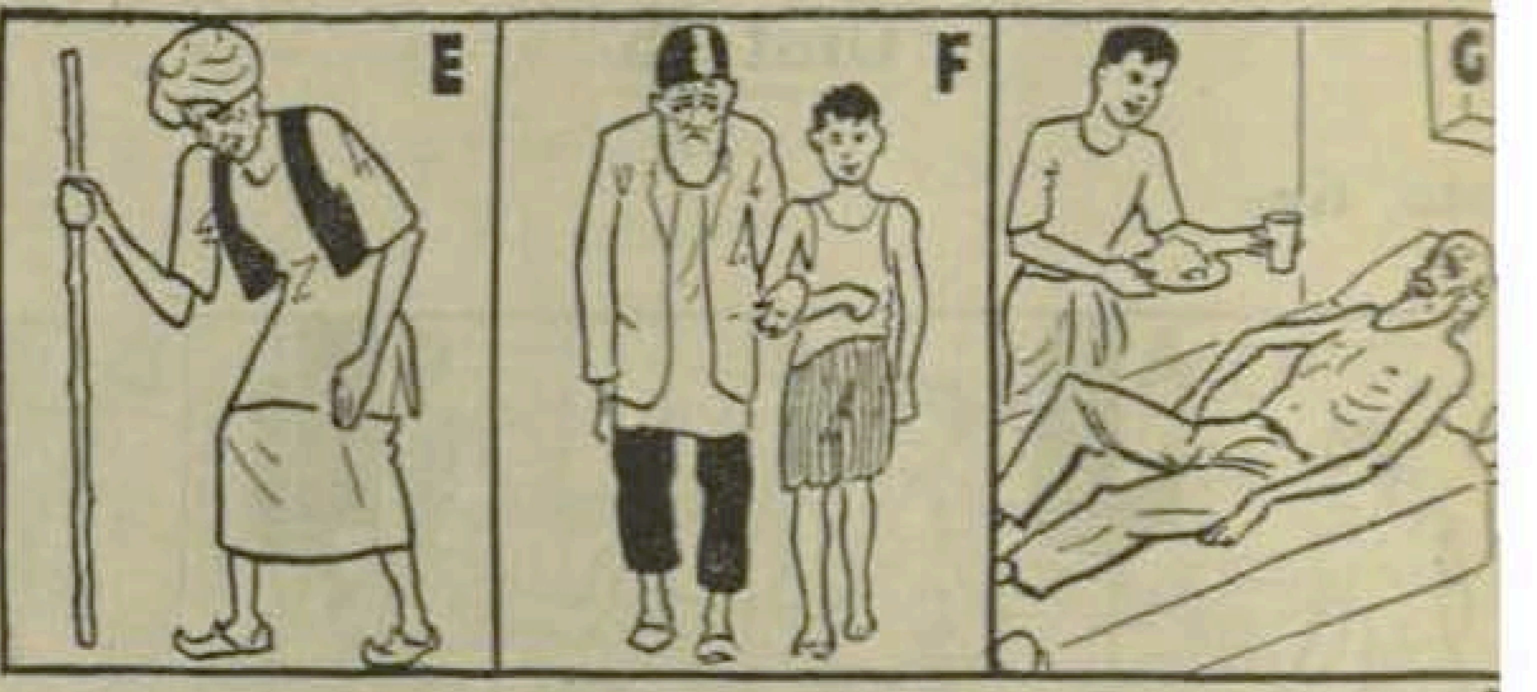
A. This is an **old** barracks. The **front** wall is all right ; there is **nothing** wrong with it. But the **back** wall is **not** all right. The bricks are very **bad** and the wall is almost **falling.** But there is a long **board** with **one** end against the **wall** and the **other** end in a hole in the **earth.** The **board** is giving the **wall support.** Take away this **board** and the wall will come **down.** The wall will give **way.** The board is giving the wall good **support.**



B. Ram's baby is learning to keep **upright** on his **legs.** He is going, for the first **time,** from his **seat** to a **table.** His legs are not **strong ;** they are **feeble.** That is why he is not **able** to keep **upright** on his **legs. Sita** is giving him **support.** She is **supporting** him with her **hands.** But in a **minute** she will take her hands **away.** Will the baby be able to get to the table without her **help** and **support ?**

C. The baby is on his **feet.** He is going to the **table.** Sita is now at the **back** of the baby. But she is not supporting him with her hands **now. One** step, **two** steps, **three** steps . . . In a minute the baby will be on the **floor.** He will have a **fall.** He will have a **fall** because his **legs** are not **strong ;** they are **feeble ;** they will give way **under** him.

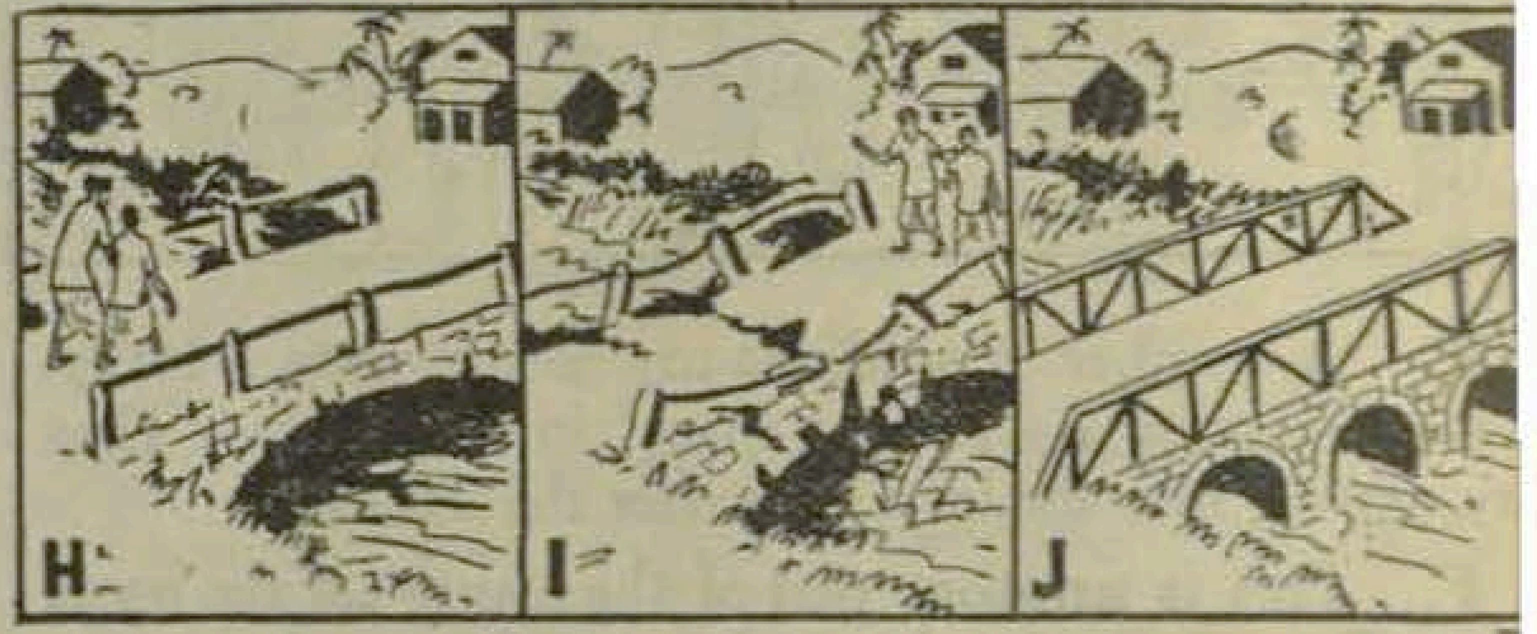
D. The baby is on the **floor.** He was not able to get **all** the way to the table without his mother's **help** and **support.** He is **crying.** He was very **happy** before the fall. He was **smiling.** He is not so happy **after** the fall. He is **crying.** But Sita will take him up in her arms and give him some **milk.** Then he will be **happy** again.



E. This old man's body is **bent.** He has a **stic** in his right **hand.** He is not **strong ;** he is ver **feeble.** Without his **stick** or some other **suppor** he is not able to keep upright on his **feet.** The stic is giving him **support ;** it is **supporting** him. I the stick gets **broken** the old man's legs will giv **way** and he will have a bad **fall.**

F. This old man has **no** stick. But his hand is on boy's **arm.** The boy's **arm** is giving him **support** The boy is **supporting** him. The old man and th boy have no **money.** Every **day** they go from **on** house to **another** and get **food** and sometimes **money**

G. The old man is ill in **bed.** He is not **able** t get up and go from **one** house to **another.** He is no able to do any **work.** He is very **feeble.** But th **boy** is **strong** and **healthy.** Every day he goes to **railway station** and does some work **there.** He get **money** for his work. **With** this money he gets **foo** and **clothing** for the old **man.** The boy is givin the old man **support.** He is **supporting** the old mar



H. The old man and the boy are on a **bridge** The old man is **well** again, and the boy is taking hin from **one** house to **another.** They are now goin to the house which is at the other end of the **bridge** The bridge is very **old.** Will it give way before the are able to get to the other **end ?**

I. The bridge is giving **way.** Part of the bridge i **broken,** bits of earth and stone are **falling,** but th old man and the boy are at the **other** end of the bridg They are very **happy** that they were not **on** the bridg when it was **falling.**

J. This is a picture of the **new** bridge. There ar now three **arches** supporting the bridge. There is a **arch** at **one** end of the bridge. There is an **arch** the **other** end of the bridge. And there is a **thir** arch between the **other** two arches. The three arche give good **support** to the bridge. The bridge is no very **strong.**

A1 : What's **this** ?
2 : Which wall is all **right** ?
3 : Which wall is **not** all right ?
4 : Why is it **not** all right ?
5 : Where is **one** end of the board ?
6 : Where is the **other** end of the board ?
7 : What's the board **doing** to the wall ?
8 : What's giving the wall good **support** ?

B1 : What's Ram's baby learning to **do** ?
2 : Where's he **going** ?
3 : Are his legs **strong** ?
4 : Why isn't he able to keep **upright** on his legs ?
5 : Who's giving the baby **support** ?
6 : What's she supporting him **with** ?
7 : What will she do in a **minute** ?

C1 : What's the baby **doing** ?
2 : Where's **Sita** ?
3 : Is she supporting the baby with her hands **now** ?
4 : Where will the baby be in a **minute** ?
5 : What will the baby **have** ?
6 : Why will he have a **fall** ?

D1 : Where's the **baby** ?
2 : Was he **able** to get to the table without his mother's help and support ?
3 : What's he **doing** ?
4 : When was he very **happy** ?
5 : Was he crying **before** the fall ?
6 : What will Sita do **now** ?

E1 : Is the old man's body **straight** ?
2 : What has he in his **hand** ?
3 : Is he **strong** or **feeble** ?
4 : Is he able to keep upright on his feet without **support** ?
5 : What's **giving** him support ?
6 : What's **supporting** him ?
7 : What will give way if the stick gets **broken** ?
8 : Who will have a bad fall if the stick gets **broken** ?

F1 : Where's the old man's **hand** ?
2 : What's giving the old man support **now** ?
3 : **Who** is supporting him ?
4 : What do the old man and the boy **do** every day ?

G1 : Where's the old **man** ?
2 : Why is he in **bed** ?
3 : Is he able to do any **work** now ?
4 : **Why** isn't he able to do any work ?
5 : Is the boy **strong** and **healthy** ?
6 : What does the boy **do** every day ?
7 : What does he **get** for his work ?
8 : What does he do with the **money** which he gets ?
9 : Who is giving the old man **support** ?
10 : Whom is the boy **supporting** ?

H1 : Where are the old man and the **boy** ?
2 : Where's the boy **taking** him ?
3 : Where are they going **now** ?
4 : Is the bridge very **old** ?

I1 : What's giving **way** ?
2 : How much of the bridge is **broken** ?
3 : What are **falling** ?
4 : Where are the old **man** and the **boy** ?
5 : Why are they very **happy** ?

J1 : What's **this** ?
2 : What's the number of **arches** supporting the bridge ?
3 : Where's **one** of the arches ?
4 : Where's the **second** arch ?
5 : Where's the **third** arch ?
6 : What gives good **support** to the bridge ?
7 : How strong is the bridge **now** ?

P1 : What gives support to my **(head)** ?
S : Head : neck, body.

2 : What gives support to the **(table)** ?
S : Table : seat, roof of house.

3 : Are you supporting your **(father)** ?
S : Father : mother, brothers, sisters, sons, daughters.

4 : Is the top part of that **(window)** an **arch** ?
S : Window : door, blackboard, seat, cupboard, shelf.

5 : Is that (a) **strong** (stick) ?
S : Stick : racquet, cricket bat, seat, table, shelf, umbrella, thread, cloth.

6 : Is **(L)** as strong as **(L1)** ?
N : Give names of soldiers. The first soldier is not to be as strong as the second.

M : It is Strong

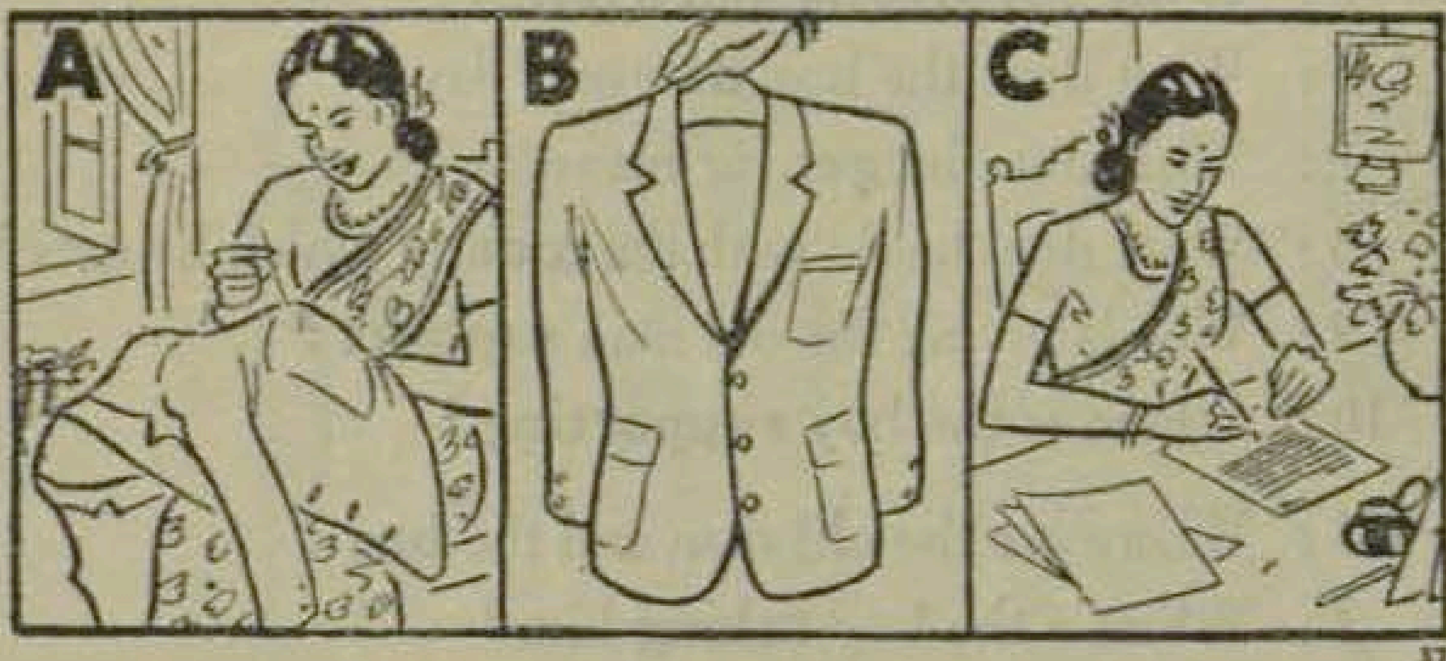
KHAN [*at store*] : Is this a **good** (hockey-stick) ?

STOREMAN : **Yes**, it's a very **strong** stick. It will **never** get broken.

KHAN : I'll **take** it then. **Here's** the money.

Unit 37

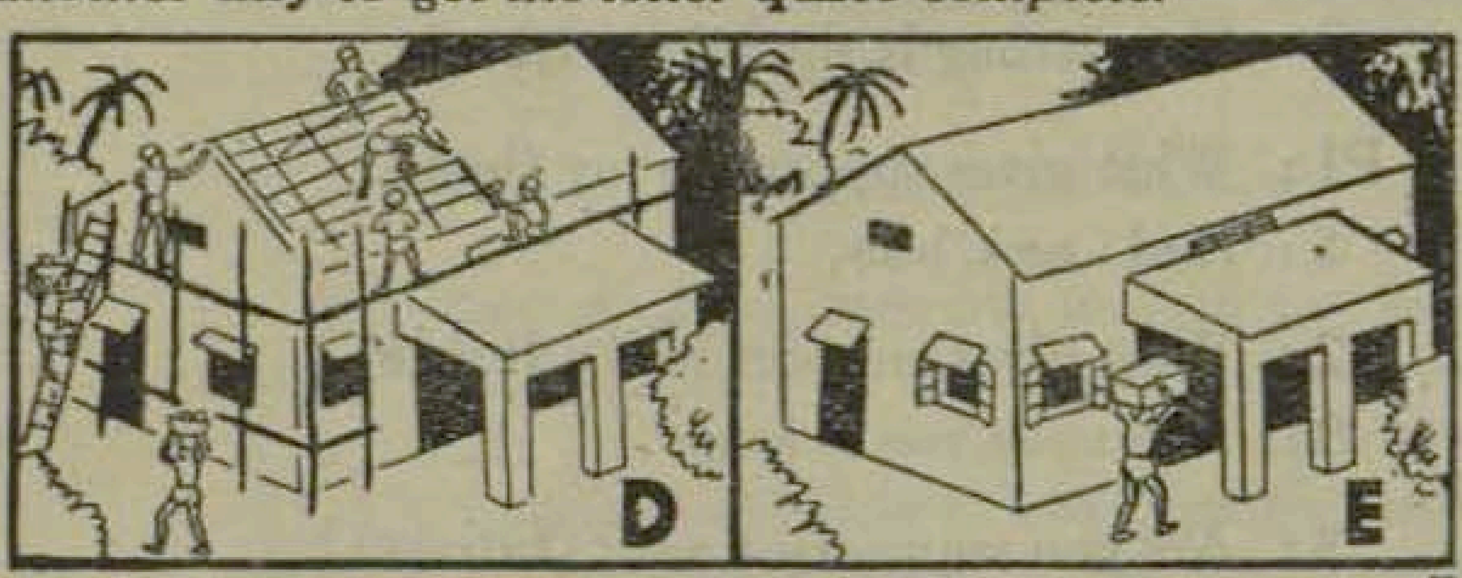
complete



A. Sita is making a **coat.** She was working on the coat **yesterday.** She is working on the coat **today.** But the coat is **still** not complete. The **arms** of the coat are complete. The **collar** of the coat is complete. The **button-holes** are complete. Only the **pockets** of the coat are not complete. Sita is now making the **pockets.** When the **pockets** are complete the coat will be **ready.** She will then give it to **Ram.**

B. This is a picture of the **complete** coat. **Every** part of the coat is **complete.** When Ram comes back from office he will put the coat **on.**

C. Sita is writing a **letter.** She was writing the **same** letter at this time **yesterday.** She is **still** writing it. The letter is not complete. It is a very **long** letter. Only the **first** half of the letter is complete. After completing the **other** half of the letter she will put it in the **post-box.** It will take Sita another **day** to get the letter **quite** complete.



D. These men are building a **house.** The house is not quite **complete.** The **floor** of the house is ready. The **walls** of the house are ready. But the **roof** is **not** ready. The men are now working on the **roof.** When the **roof** is ready the house will be **complete.** It will take the men a **week** to make the house complete.

E. This is the **complete** house. **Every** part of the house is **complete.** The man in the picture is taking a **box** into the house.

A1 : What's Sita **making** ?
2 : Was Sita working on the coat **yesterday** ?
3 : What's Sita working on **today** ?
4 : Is the coat **complete** ?
5 : What three parts of the coat **are** complete ?
6 : What part of the coat is **not** complete ?
7 : What's Sita making **now** ?
8 : When will the coat be **ready** ?
9 : To **whom** will Sita give the coat when it is complete ?

B1 : What's **this** ?
2 : Is **every** part of the coat complete ?
3 : When will Ram put **on** the coat ?

C1 : What's Sita **doing** ?
2 : What was she doing at this time **yesterday** ?
3 : Is she still writing the **same** letter ?
4 : Is the letter **complete** ?
5 : Is it a **short** letter ?
6 : How much of the letter is **complete** ?
7 : Where will Sita **put** the letter after completing it ?
8 : How **long** will it take Sita to get the letter **quite** complete ?

D1 : What are these men **building** ?
2 : Is the house **complete** ?
3 : What two parts of the house are **ready** ?
4 : What part of the house is **not** ready ?
5 : What are the men working on **now** ?
6 : When will the house be **complete** ?
7 : How **long** will it take the men to make the house **complete** ?

E1 : What's **this** ?
2 : Is **every** part of the house complete ?
3 : What's the man in the picture **doing** ?

M1 : **Complete Set of Equipment**

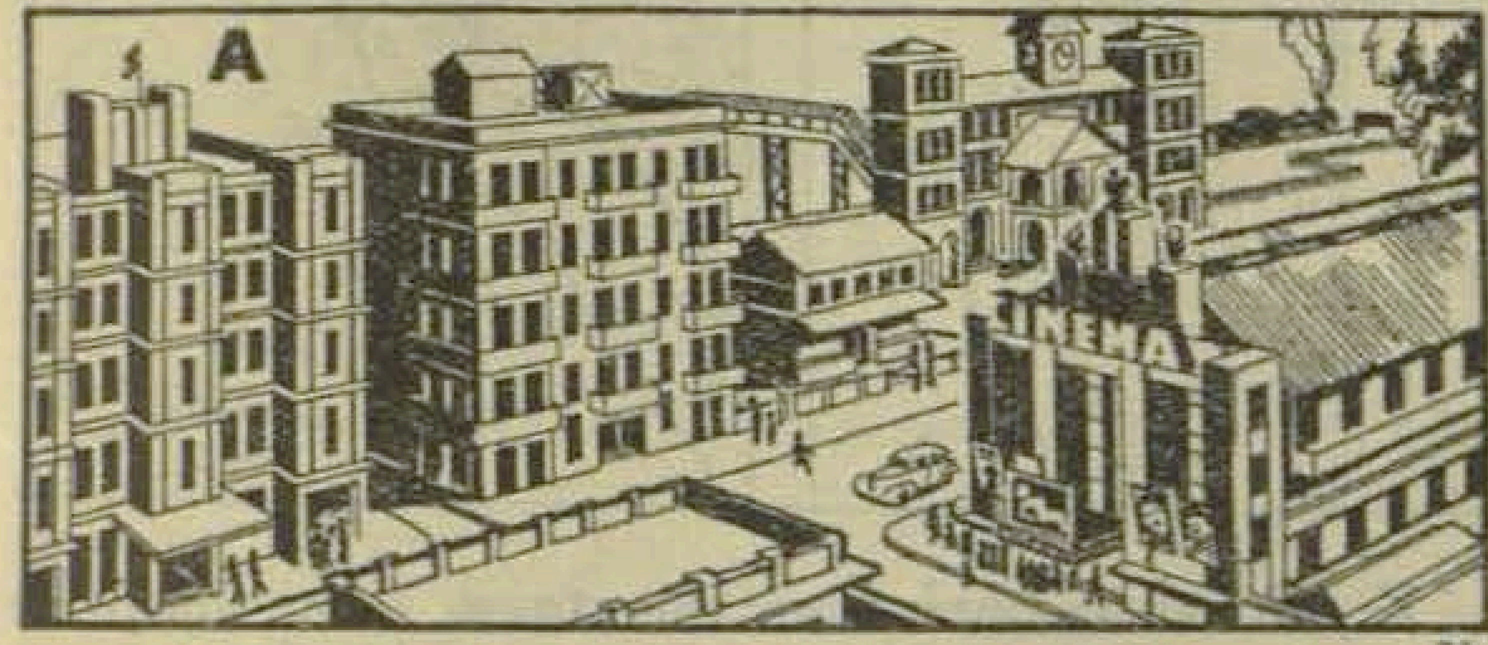
A : What's a **complete** set of equipment ?
B : A **haversack, pouches, pack,** and **water-bottle** together make a **complete** set of equipment.
A : When do you **put** on a complete set of equipment ?
B : When I go from **one** station to **another.**

2 : **Make Picture Complete**

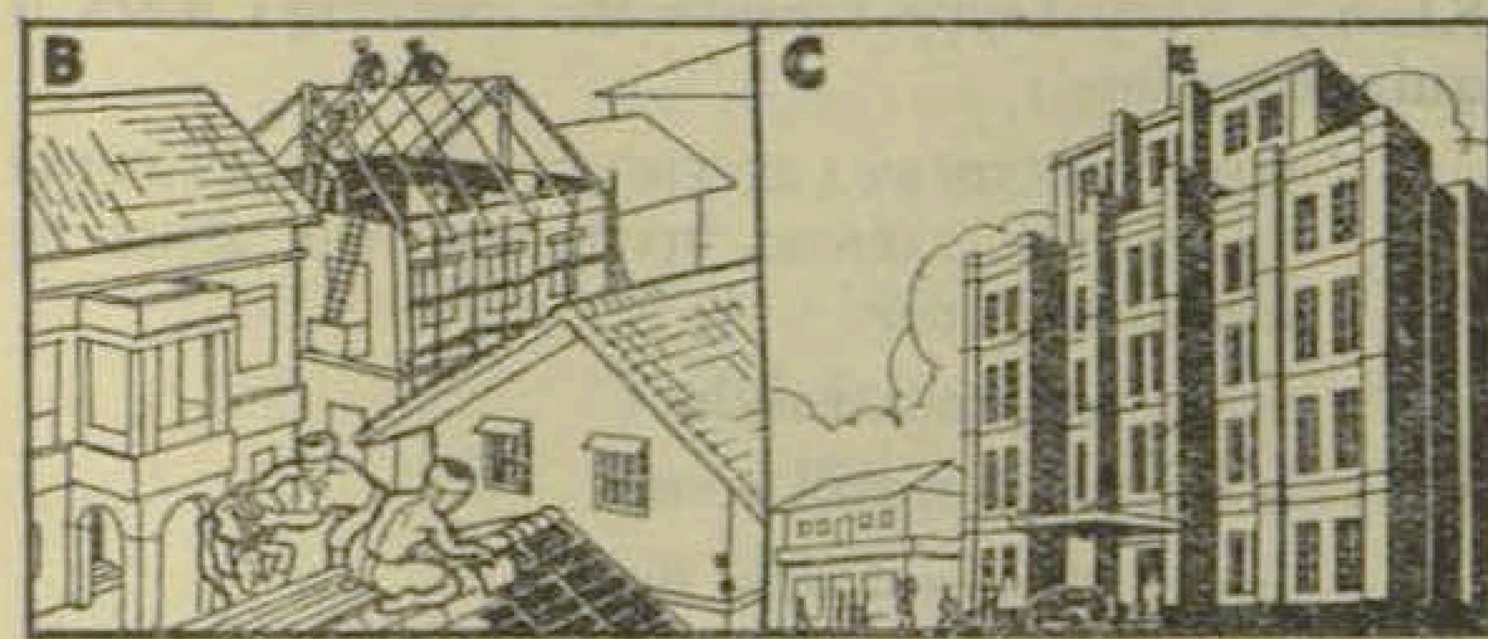
A [*looking into friend's book*] : What's **that** a picture of ?
B : It's the picture of a **cat.**
A : Of a **cat** ? Where are the **legs** ?
B : This is only a **part** of the cat. [*Completing*] **There, that's** the complete cat.

S : Cat : dog, rat, insect, etc.

Unit 38 : Revision

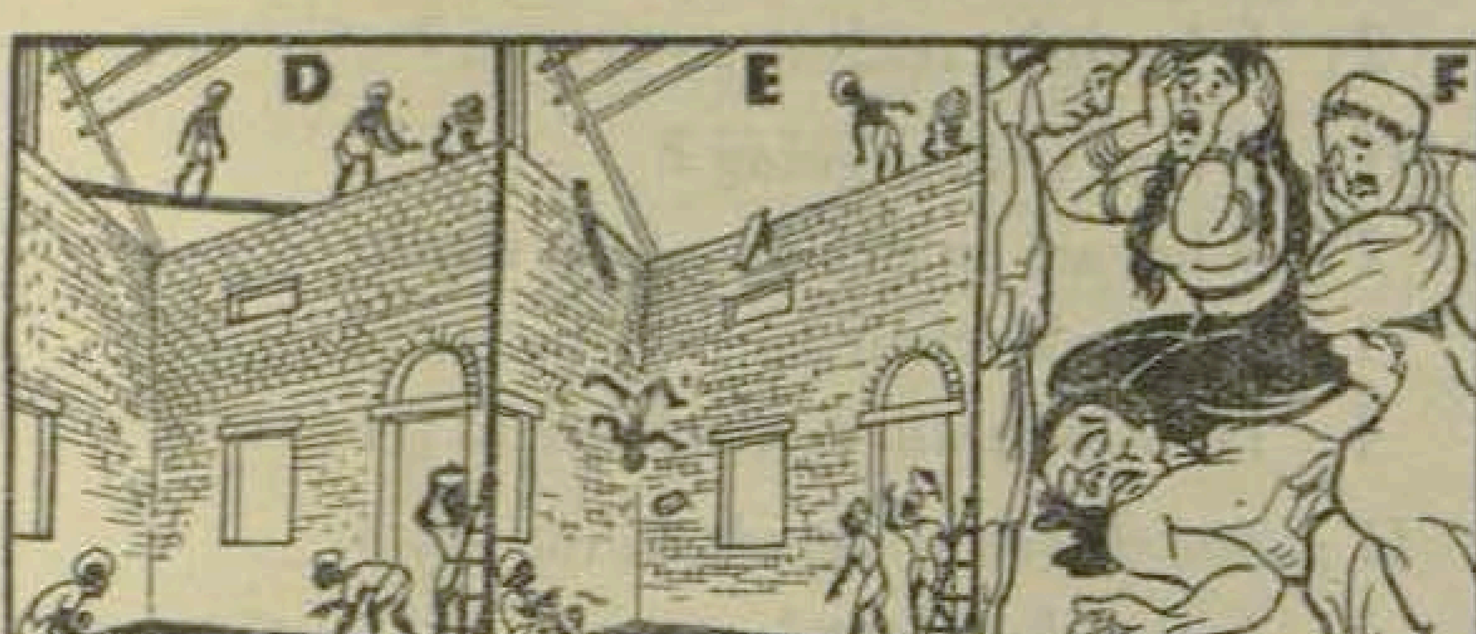


A. This is a picture of a town. There are a great number of buildings in the town. They are all different sorts of buildings. Some of these buildings are houses ; others are great offices ; still others are railway stations or cinemas. Some of the buildings are very high. Others are very low.



B. This is a picture of a part of the same town. There are a number of buildings in the picture. Some of these buildings are complete. Others are not complete. Those buildings which are small will take a long time to make complete. But those buildings which are not so small will take a long time to make complete.

C. This is one of the great buildings in the town. The building is of stone. It has five floors and is very high. It is one hundred feet from base to top.



D. This is another building in the town. Some men are working at the base ; others are working at the top. One of the men working at the top is on a long board. One end of the board is resting on the top of one of the walls ; the other end is resting on the top of another wall. The man is helping to put the roof on the building. He is going from one wall to the other. The board is giving him good support. But if the board gives way he will have a bad fall.

E. The board is broken. The man is falling, upside-down, to the floor of the building ; he is giving a cry.

F. This is a picture of the man after the fall. There is a woman at his side. She is crying. She was married to the man only three years back. She has a baby. The man was giving the woman and baby support. But now there will be no one to give her and her little baby support. That is why she is crying.

A1 : What's this a picture of ?
2 : What's in the town ?
3 : Are all the buildings of the same sort ?
4 : Are all these buildings houses ?
5 : Are the buildings high or low ?

B1 : What's this a picture of ?
2 : What do we see in the picture ?
3 : Are the buildings in this picture complete ?
4 : How long will the small buildings take to make complete ?
5 : How long will the others take to make complete ?

C1 : What's this ?
2 : Is it a house or an office building ?
3 : Is the building of earth or of stone ?
4 : What's the number of floors in the building ?
5 : How high is the building ?

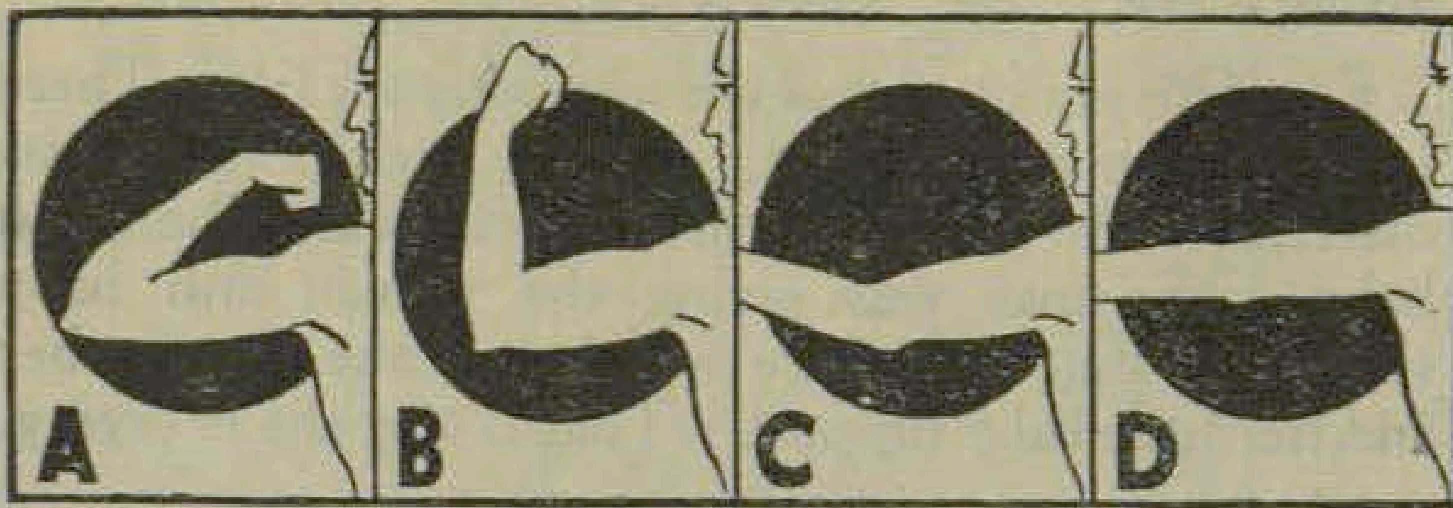
D1 : What's this ?
2 : Is the building complete ?
3 : Where are some of the men working ?
4 : One of the men is working at the top. What's he on ?
5 : Where is one end of the board resting ?
6 : Where is the other end of the board resting ?
7 : What's the man helping to do ?
8 : Where's he going ?
9 : What's giving him good support ?

E1 : What's broken ?
2 : Where's the man ?
3 : What's he doing ?

F1 : Where's the man ?
2 : Who is at his side ?
3 : What's she doing ?
4 : When was she married to the man ?
5 : What was the man giving her and the baby ?
6 : Why is she crying ?

Unit 39

almost, quite



T [*demonstrating*] : This is my left **arm.** My left arm is **bent . . .** My left arm is **still** bent . . . Now my left arm is **almost** straight but it is not **quite** straight . . . Now my left arm is **quite** straight. Etc. (with right hand, right leg, left leg, etc.).



E. Khan is taking his **shirt** and **shorts** out of his **box.** He is getting ready to go to **town** to get some things at the **store** for his platoon **commander.**

F. Khan has his **shirt, shorts, stockings** and **boots** on. But he has not his **turban** on. He is not **quite** ready; he is **almost** ready. When he has his **turban** on he will be **quite** ready.

G. Khan **has** his turban on **now.** He is **quite** ready to go to the post-office.



H. Khan is on his way to **town.** There are **clouds** on all sides of the **sky ;** the sky is not **clear.** It will take Khan half an **hour** to get to town. Will there be **rain** ? Will he get **wet** ?

I. The sky is **almost** clear; but it is not **quite** clear. There are **still** one or two black clouds in the **sky.** He is **still** not very **happy.**

J. There are **no** clouds in the sky at **all.** The sky is **quite** clear. There will be **no** rain. He will **not** get wet. Khan is **happy.**



K. Khan is **back** from the **store.** The things are in his **bag.** His work is **almost** complete but it is not **quite** complete. When the things are on his officer's **table** his work will be **quite** complete.

L. Khan is in the **canteen.** He is drinking a cup of **tea.** Five minutes back he was with his **officer.** He was giving the things **to** the officer. Now the things are **with** the officer and Khan's work is **quite** complete. Khan is **very** happy because the morning's **work** is **quite** complete.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *almost* AND *quite*.

A : Is my left arm **straight** ?

B : Is my left arm **still** bent ?

C : Is my left arm straight **now** ?

D : Is my left arm **quite** straight now ?

E1 : What's Khan taking out of his **box** ?

2 : Where's he getting ready to **go** ?

3 : Why is he going to **town** ?

F1 : What has Khan **on** ?

2 : Has he his **turban** on ?

3 : Is he **quite** ready ?

4 : When will he be **quite** ready ?

G1 : Has Khan his turban on **now** ?

2 : Is he **quite** ready to go to town ?

H1 : Where's Khan **going** ?

2 : What are on all sides of the **sky** ?

3 : Is the sky **clear** ?

4 : How **long** will it take Khan to get to town ?

I1 : Are there any **clouds** in the sky ?

2 : Is the sky **clear** ?

J1 : Are there any **clouds** in the sky ?

2 : Is the sky **quite** clear ?

3 : Will there be **rain** ?

4 : Why is Khan **happy** ?

K1 : Where's Khan back **from** ?

2 : Where are the **things** ?

3 : Is his work **quite** complete ?
4 : When will his work be **quite** complete ?

L1 : Where's **Khan** ?
2 : What's he **drinking** ?
3 : Where was he five minutes **back** ?
4 : What was he **doing** ?
5 : Where are the things **now** ?
6 : Is Khan's work **quite** complete ?
7 : Why is Khan very **happy** ?

M1 : Almost Straight

A : Is my (right arm) **quite** straight ?
B : It's **almost** straight but it's not **quite** straight.
A [*with right arm straight*] : Is my right arm **quite** straight **now** ?
B : **Yes, now** it's **quite** straight.

S : Right arm : left arm, right leg, left leg.

2 : Not Quite Together

A : Are my lips **together** ?
B : They are **almost** together but not **quite** together.
A [*with lips together*] : Are my lips together **now** ?
B : **Yes,** now they are **quite** together.

S : Lips : hands, legs, knees, feet.

3 : Quite Opposite

A : Is the **cat** opposite the **rat** ?
B : The cat is **almost** opposite the rat.
A : Is the cat **quite** opposite the rat **now** ?
B : **Yes,** now the cat is **quite** opposite the rat.

S : Cat, rat : pen, pencil ; knife, fork ; lock, key ; bell, brush.

4 : Almost But Not Quite

A : Is the door of this room **shut** ?
B : **Almost** but not **quite.**
A [*with door shut*] : Is the door **quite** shut **now** ?
B : **Yes, now** the door is **quite** shut.

5 : Almost Right

A : How much are (**six** and **four**) ?
B : Six and four are (**nine**).
A : You're **almost** right but not **quite** right.
B : Six and four are **ten.**
A : Now you're **quite** right.

S : Six and four : other numbers.

6 : Almost Ready But Not Quite

RAM : Is my (**tea**) ready ?
SITA : **Almost** but not **quite.**
RAM : When will it be **quite** ready ?
SITA : In another **minute.**

S : Tea : coffee, soup, milk, food, meal.

7 : Almost A Man

MR. ENGLISH : How old is your boy **now** ?
FRIEND : Boy ? He's almost a **man** now.
MR. ENGLISH : **Is** he ?
FRIEND : **Yes.** He's **eighteen.**

8 : Quite All Right

RAM : You were **ill** some time back. Are you all **right** now ?
FRIEND : **Almost** but not **quite.** I have no **fever** now but I still have a **cold.**
RAM : You'll be **quite** all right in a **day** or **two.**
FRIEND : If my **cold** goes I **will.**

9 : Not Quite Dry

OFFICER : My (**coat's**) out in the sun, **drying.** Will you give it to me if it's **dry** ?
SOLDIER : **Yes** sir ! [*Goes out and comes back without the coat*]
OFFICER : Is my coat still **wet** ?
SOLDIER : The coat isn't **wet,** sir, but it isn't **quite** dry.

S : Coat : hat, shirt, collar, cap, etc.

10 : Almost All

KHAN : You have a **brown** coat on **every** day. Have you only **one** coat ?
FRIEND : **No,** I've **five** coats.
KHAN : Are all your coats of the same **colour** ?
FRIEND : **Almost. Four** out of my five coats are **brown ;** only **one** is black.

S : Coat : shirt, shorts, trousers.

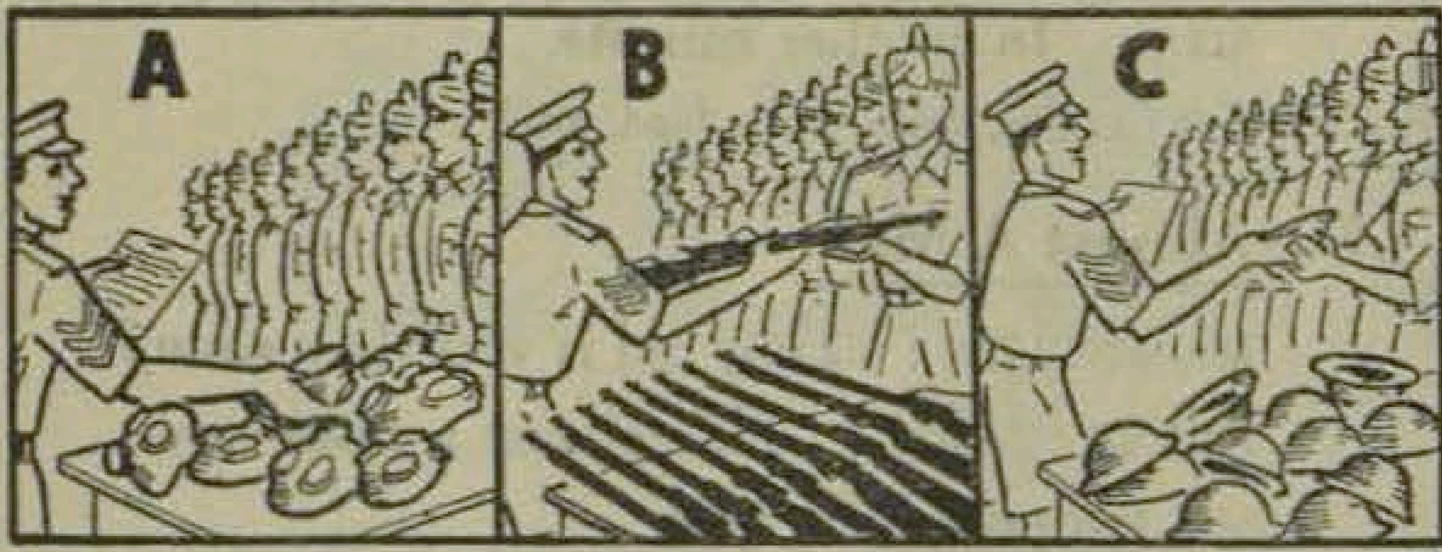
11 : Almost Complete

A : What are you **doing** ?
B : I'm making a (**box**).
A : Is the box **complete** ?
B : It is **almost** complete but not quite complete.
A : When will the box be **quite** complete ?
B : In another half **hour.**

S : Box : bag, hat, cap, collar, flag, flower, net, etc.

Unit 40

enough



40

A. A sergeant is giving out **gas-masks** to his section. There are **ten** soldiers in the group but the sergeant has only **seven** gas-masks. The sergeant has not **enough** gas-masks to give one to **every** soldier. But he has three **other** gas-masks in a **box** in his **tent.** He will go and get them from his **box.** Then he will have **enough** gas-masks to give one to **every** soldier in the **group.**

B. The sergeant is now giving out **rifles.** There are **ten** soldiers in the group and the sergeant has ten **rifles. Every** soldier will have a **rifle.** The sergeant has **enough** rifles to give one to **every** soldier in the **group.**

C. The sergeant is now giving out **steel helmets.** There are **ten** soldiers in the group and the sergeant has **twelve** steel helmets. The sergeant has **enough** steel helmets to give one to **every** soldier. **Every** soldier in the group will get a steel helmet and there will **still** be **two** with the sergeant.



40

D. This is a **different** sergeant with a **different** group of soldiers. The sergeant is giving out ammunition. He is giving **every** soldier enough ammunition for **five rounds.** After firing **five rounds** the soldiers will have no more **ammunition.**

E. The sergeant is now giving out **quinine** pills. He is giving every soldier **nine** pills. Every soldier will now have **enough** pills for **three** days. After **three** days the soldiers will have **no** pills and the sergeant will give out **another** nine pills.

F. This naik is giving out **cigarettes.** He is giving **every** soldier **twenty** cigarettes. Every soldier will now have **enough** cigarettes for **two** days. After two days the soldiers will get **another** twenty cigarettes.



40

G. Ganpat has a month's **leave.** He is getting ready to go to **Satara.** He is now at a **store.** He is going to get some strong **cloth** for a **dhoti** and a good sharp **knife.** Ganpat **has** some cloth in his **hand.** The cloth is strong enough to make a **shirt** with, but it is **not** strong enough to make a **dhoti** with. So Ganpat will not **take** it. The storeman has a **knife** in his hand. It is sharp enough for cutting **bread** but it is **not** sharp enough for cutting **meat.** Ganpat will not **take** it. He will go to **another** store where he is able to get **cloth** which is strong enough for a **dhoti** and a **knife** which is sharp enough for cutting **meat.**

H. Ganpat is back again at the **barracks** after a month's leave in **Satara.** There are two of his **brothers** with him. They are not in the army **now,** but they will see the man at the recruiting office **tomorrow.** There is a **letter** for Ganpat from his **officer.** Ganpat is **reading** the letter . . . "Your score in the last **shooting** practice was **245** points. Your are a **first class** shot but you are not good enough to be a **marksman.** You are **almost** good enough but not **quite** good enough to be a **marksman.** If you get **250** points in the practice which will take place on **Monday,** the **15th,** you will be a **marksman. . . . .**" **Poor** Ganpat ! He is very **sad.**

I. Ganpat's two brothers are at the **recruiting** office. But the officer will not be **able** to take them into the Indian Army. Ganpat's first brother, **Pandurang,** is only **four** feet **ten** inches **tall.** He is not tall **enough** to be a soldier in the Army. He is **almost** tall enough but not **quite** tall enough. Ganpat's second brother, **Dhondu,** is only sixteen years **old.** He is not **old** enough to be a soldier in the Army. He is **almost** old enough but not **quite** old enough to be a soldier.

The officer will not be able to take Pandurang or Dhondu into the Indian Army **this** year. They will go back to **Satara** tomorrow and come back again in a year's **time.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *enough.*

A1 : What's the sergeant giving out to his **soldiers** ?

2 : What's the **number** of soldiers in the group ?

3 : Has the sergeant **ten** gas-masks ?

4 : Has the sergeant **enough** gas-masks to give to **every** soldier in the group then ?

5: Where will he get **another** three gas-masks from ?

6: Will he have **enough** gas-masks with him to give to every soldier in the group then ?

B1: What's the sergeant giving out **now** ?

2: What's the **number** of soldiers in the group ?

3: Has the sergeant ten **rifles** ?

4: Will **every** soldier have a rifle ?

5: Has the sergeant **enough** rifles to give one to **every** soldier in the group ?

C1: What's the sergeant giving out **now** ?

2: What's the **number** of soldiers in the group ?

3: Has the sergeant ten **steel helmets** ?

4: Has the sergeant **enough** steel helmets to give one to **every** soldier?

5: Will **every** soldier in the group get a steel helmet ?

6: Will the sergeant have any helmets over after giving **every** soldier a helmet ?

D1: Is this the **same** sergeant and the **same** group of soldiers ?

2: What's **this** sergeant giving out ?

3: How **much** ammunition is he giving every soldier ?

4: Will the soldiers have any ammunition **over** after firing five **rounds** ?

E1: What's the sergeant giving out **now** ?

2: What's he giving **every** soldier ?

3: Is he giving every soldier **twelve** quinine pills ?

4: Will every soldier have enough pills for **seven** days ?

5: What will the sergeant do after **three** days ?

F1: What's the **naik** giving out ?

2: Is he giving every soldier **thirty** cigarettes ?

3: Will every soldier have enough cigarettes for **seven** days ?

4: When will the soldiers get **another** twenty cigarettes ?

G1: Where's Ganpat getting ready to **go** ?

2: Where **is** he ?

3: What's he going to get from the **store** ?

4: What has Ganpat in his **hand** ?

5: Is the cloth strong enough to make a **shirt** with ?

6: Is the cloth strong enough to make a **dhoti** with ?

7: Will Ganpat **take** the cloth ?

8: What has the **storeman** in his hand ?

9: Is the knife sharp enough for cutting **bread** ?

10: Is it sharp enough for cutting **meat** ?

11: Why won't Ganpat **take** the knife ?

12: Where will he go **now** ?

13: What sort of cloth will he get at the **store** ?

14: What sort of **knife** will he get at the store ?

H1: Where's Ganpat **back** from ?

2: Who is **with** him ?

3: Are they in the Army **now** ?

4: Whom will they see **tomorrow** ?

5: What's Ganpat **reading** ?

6: Where is the letter **from** ?

7: What was Ganpat's score in the last **shooting** practice ?

8: What sort of shot **is** Ganpat ?

9: Is Ganpat **quite** good enough to be a marksman ?

10: When will a **second** shooting practice take place ?

11: Is Ganpat **happy** ?

I1: Where are Ganpat's two **brothers** ?

2: Will the officer be **able** to take them into the Indian Army ?

3: How tall is **Pandurang** ?

4: Is he quite **tall** enough to be a soldier ?

5: How old is **Dhondu** ?

6: Is he quite **old** enough to be a soldier ?

7: What will they do **tomorrow** ?

8: When will they come **back** again ?

P1: There are **thirty** learners in this class and I have **thirty** (pencils) in my box. Have I **enough** pencils to give one to **every** learner ?

S: Pencils : pens, books, needles, flags, knives, spoons, forks.

2: There are **twenty** learners in my class and I have **fifteen** (apples) in my bag. Have I **enough** apples to give **every** learner an apple ?

S: Apples : other fruit.

3: Are there enough **(seats)** in this room for **all** the learners ?

S: Seats : tables.

4: Is there enough **light** in this room for **(reading)** ?

S: Reading : writing, stitching, etc.

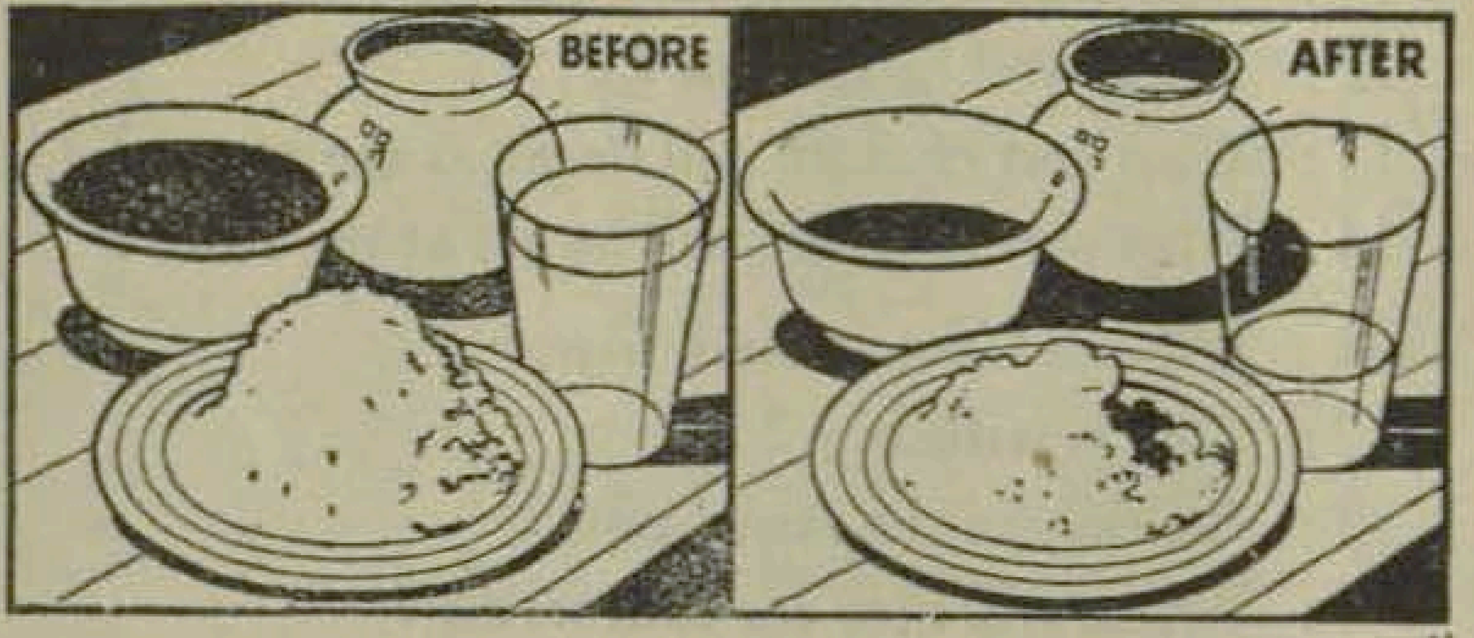
5: Are the **(doors)** of this room **high** enough ?

S: Doors : walls, roof.

W: Ask : There are (ten) men in my section and I have (four) (rifles). Have I enough rifles to give one to every man in my section ?

Unit 41

more, than, less



Here are two **pictures.** One is of a table **before** a meal and the other is of the **same** table **after** the meal. There is some **rice** on a **plate ;** there is some **soup** in a **basin ;** there is some **milk** in a pot ; and there is some **water** in a **glass.**

There is some rice on the plate **before** the meal and there is some rice on the plate **after** the meal. But there is **more** rice on the plate **before** the meal than there is **after** the meal. There is **less** rice on the plate **after** the meal than there is **before** the meal.

There is some soup in the basin **before** the meal and there is some soup in the basin **after** the meal. But there is **more** soup in the basin **before** the meal than there is **after** the meal. There is **less** soup in the basin **after** the meal than there is **before** the meal.

There is some milk in the pot **before** the meal and there is some milk in the pot **after** the meal. But there is **more** milk in the pot **before** the meal than there is **after** the meal. There is **less** milk in the pot **after** the meal than there is **before** the meal.

There is some water in the glass **before** the meal and there is some water in the glass **after** the meal. But there is **more** water in the glass **before** the meal than there is **after** the meal. There is **less** water in the glass **after** the meal than there is **before** the meal.

C : We make use of *more . . . than, less . . . than,* when we are making a comparison between two things.

1 : Which is the picture of a table **before** a meal ?

2 : Which is the picture of a table **after** a meal ?

3 : What is there on the **plate** ?

4 : What is there in the **basin** ?

5 : What is there in the **pot** ?

6 : What is there in the **glass** ?

7 : Is there more rice on the plate **before** the meal or **after** the meal ?

8 : Is there **less** rice on the plate **before** the meal or **after** the meal ?

9 : Is there **more** soup in the basin **before** the meal than **after** the meal ?

10 : Is there **less** soup in the basin **after** the meal than **before** the meal ?

11 : Is there **more** milk in the pot **after** the meal ?

12 : Is there **less** milk in the pot **before** the meal ?

13 : Is there as **much** water in the glass **after** the meal as **before** the meal ?

P1 : I have **two** boxes on my table, a **red** box and a **green** box. There are **(three)** pencils in the **red** box and **(four)** pencils in the **green** box. Which box has **more** pencils in it—the **red** box or the **green** box ?

S : Three, four : any other two numbers.

2 : I have **(two** eyes) and **(eight** fingers). Have I **more** fingers than eyes or **more** eyes than fingers ?

S : Two eyes, eight fingers : eight fingers, ten toes ; ten toes, thirty-two teeth ; thirty-two teeth, one hundred and fifty muscles ; one hundred and fifty muscles, two hundred and fifty bones.

3 : A **(sepoy)** gets **(twenty-five)** rupees a month ; a **(havildar)** gets **(seventy-five)** rupees a month. Who gets **more** pay—a **sepoy** or a **havildar** ?

S : Sepoy, havildar : havildar, lieutenant : lieutenant, captain, captain, major ; major, colonel, etc.

4 : Which has more **(buildings)** in it, a **great** town or a **small** town ?

S : Buildings : houses, offices, schools, hotels, men and women.

5 : I have **(two coats)** and **(three shirts).** Have I **more coats** than **shirts** or **more shirts** than **coats** ?

S : Two coats, three shirts : three shirts, five pairs of shorts ; five pairs of shorts, six pairs of trousers ; six pairs of trousers, seven pairs of socks ; seven pairs of socks, nine pairs of stockings.

6 : I have **(two) sisters** and **(four) brothers.** Have I **more brothers** than **sisters** or **more sisters** than **brothers** ?

S : Two, three : any other two numbers.

7 : My room has **(two doors)** and **(three windows).** Has my room **more doors** than **windows** or **more windows** than **doors** ?

S : Two doors, three windows : three windows, four walls.

8 : Is the number of **(sepoys)** in this room **more** or **less** than the number of **(havildars)** ?

S : Sepoys, havildars : tables, seats.

9 : Do you take more interest in **(hockey)** than in **(tennis)** ?

S : Hockey, tennis : any two games.

10 : Do you take more pleasure in **(reading)** than in **(writing)** ?

S : Reading, writing : reading, stitching ; writing, stitching ; stitching, cooking.

11: (Are) (days) in **winter** as warm as days in **summer** ?

S: Days: nights, winds.

N: Learners to make use of *less* .... *than.*

12: Are (days) in **summer** as cold as days in **winter** ?

S: Days: nights, winds, weather.

N: Learners to make use of *less* ... *than.*

13: Do we get as much rain in **(January)** as in **(June)** ?

S: January, June: February, July; March, August.

14: Is the number of days in a **(week)** the same as the number of days in a **(month)** ?

S: Week, month: month, year.

M1: More Work

FRIEND: Who does more **work**—your **father** or your **mother** ?

KAMALA: **Father** does as much work as **mother. Mother** does as much work as **father.**

2: More Pain

A: Which gives more **pain,** a wound in the **(arm)** or a wound in the **(leg)** ?

B: Sometimes a wound in the **arm** gives more pain than a wound in the **leg**; sometimes a wound in the **leg** gives more pain than a wound in the **arm.**

S: Arm, leg; stomach, chest; head, neck; face, back; hand, knee.

3: More Help

FRIEND: Who gives more help to Sita in her **work, Kamala** or **Govinda** ?

RAM: **Kamala** gives more help to Sita than **Govinda.**

4: Less Milk, Less Healthy

SITA: Why is **Prem** less healthy than **Govinda,** doctor ?

DOCTOR: Because Prem has less **milk** than Govinda.

SITA: Will Prem be **more** healthy if he has **more** milk ?

DOCTOR: **Yes,** he'll be **more** healthy if he has **more** milk.

5: Not More Than Six

KHAN: How long will the wound in my right foot keep me in **bed,** doctor ?

DOCTOR: Not more than **six** days but not less than **three** days.

KHAN: I'll be all right in **four** or **five** days then ?

DOCTOR: **Yes,** you'll be all right in **four** or **five** days.

6: No More Sugar

RAM [*reading a book*]: Is my **tea** ready ?

SITA: **Yes.** [*Ram goes to the table*].

RAM [*having some tea*]: There isn't any **sugar** in this tea. Let me have some **sugar,** please.

SITA: **Here's** some sugar.

RAM: **Thank** you ! . . . Let me have some more **tea.**

SITA [*giving*]: Here's some more **tea.**

RAM [*after having another cup*]: Some **more** please.

SITA: I'm **sorry,** there isn't any **more** tea.

RAM: How much tea do you **make** every day ?

SITA: **Two** cups.

RAM: That's very **little.** Make some **more.**

SITA: How **much** more ?

RAM: Make **three** cups.

SITA: **All** right.

7: She Has More Than I

MR. ENGLISH: Why are you **angry,** Dorothy ?

MRS. ENGLISH: I'm **not** angry.

MR. ENGLISH: You're **crying,** my dear. You **are** angry. It makes me **so** sad.

MRS. ENGLISH: Mrs. **White** has **more** hats than **I** have.

MR. ENGLISH: But **you** have more hats than Mrs. **Black,** my dear.

MRS. ENGLISH: But Mrs. Black has more **dresses** than **I** have.

MR. ENGLISH: But **you** have more dresses than Mrs. **White.**

MRS. ENGLISH: But Mrs. White has more **shoes** than **I** have.

MR. ENGLISH: But there is **something** of which **you** have more than Mrs. White **or** Mrs. Black.

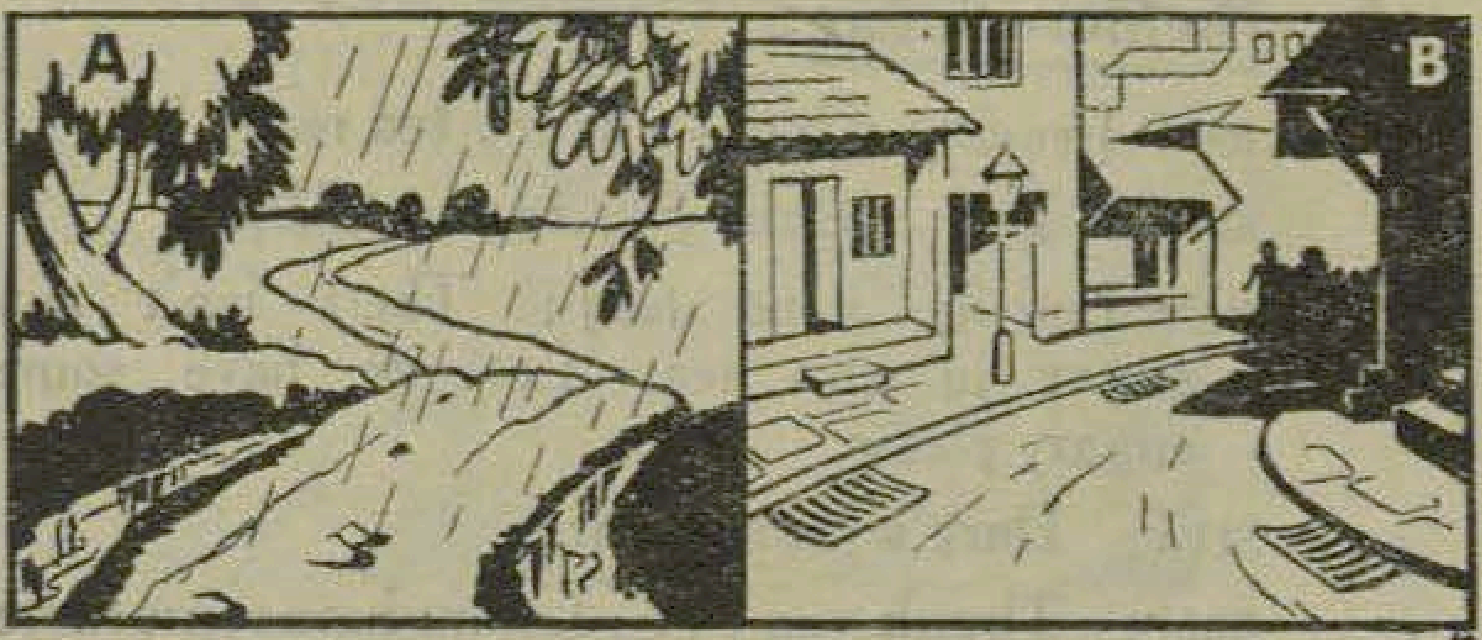
MRS. ENGLISH: What's **that** ?

MR. ENGLISH: **Boys** and **girls.** We have more **boys** and **girls** than Mrs. White **or** Mrs. Black.

MRS. ENGLISH: **That's** right, so we have !

Unit 42

road, drain, street

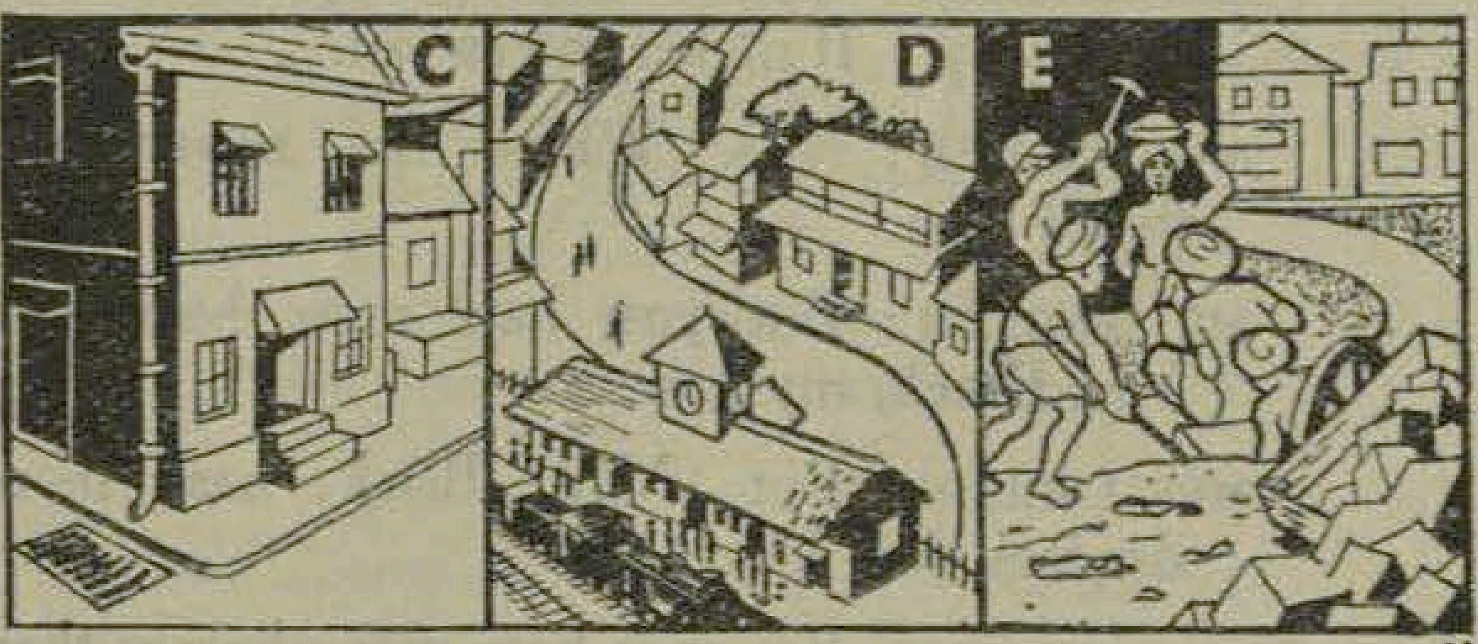


A. This is a **road** in a **village.** There are no **buildings** on this part of the road. At the **sides** of the road are **drains.** There is a **drain** at the **right** side of the road and there is a **drain** at the **left** side of the road. It is raining. Rain-water falling on the road is going into the **drains.**

The drains at the sides of the road have no **cover** on them. They are **open** drains.

B. This is a **street** in a **town.** There are a number of **buildings** in the street. There are **drains** at the **sides** of the street. But these drains are **under** the street; they are **not** open drains. In a town or village **such** drains are more **healthy** than **open** drains. Rain-water falling on the street goes into the drains through **holes** at the **sides** of the street.

Open drains are not **healthy** in a town or village. That is why in the great **new** towns of India the drains are **under** the streets.

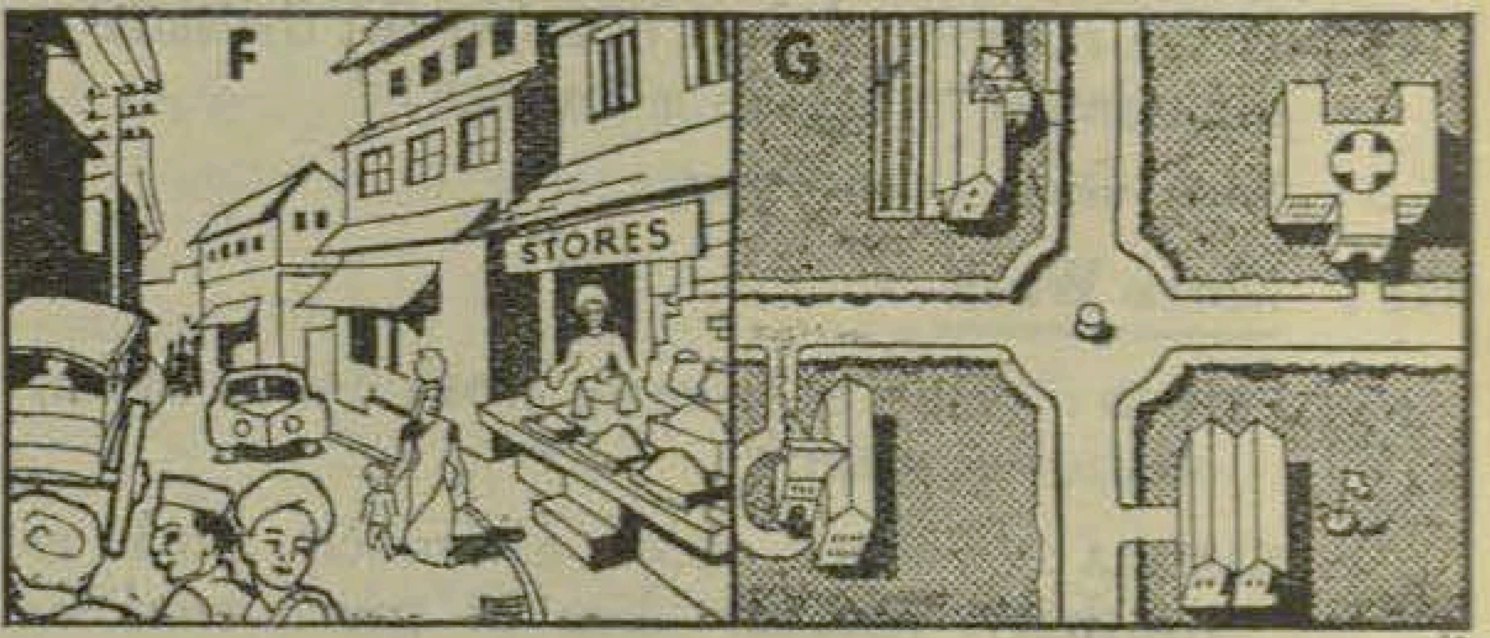


C. This is **part** of a street with a **house** in it. Between the **house** and the **street** there is a **drain.** Down one side of the house is a long **pipe. One** end of the pipe is against the **roof** of the house. The **other** end of the pipe is over the **drain.** The pipe takes the rain-water falling on the **roof** to the drain at the side of the **street.** The **pipe** is a sort of **drain.** We give it the name **drain-pipe.**

D. This is a road in a **town.** There are a number of **buildings** on the road. At **one** end of the road there is a **railway station.** That is why the road has the name **Station Road.** It is a very **long** road. It is **three miles long.**

E. These men are building a **new** road in a part of the same town. The **old** road was of **earth.** The **new** road will be of **stone.** The **old** road was very **bad**; there were a great number of **pot-holes** in it. The **new** road will be very **good**; there will be **no** pot-holes in it. It will be **complete** in a short time.

The police will not let **tongas** or **motor-cars** go up and down **this** road. This road will not be **open** to motor-cars or tongas. There is a **school** at the end of this road and so there will be young **boys** and **girls** playing on the road all the time. That is why this road will **not** be open to tongas or motor-cars.



F. This is **another** street in the town. There are a number of **stores** in the street. The name of the street is **Bazaar Street.** The drains are **under** the street. **This** street **is** open to tongas and motor-cars.

G. This is part of the town from the **air.** It is a **point** from which **four** roads go out. **One** road goes **north**; the **second** road goes **east**; the **third** road goes **south** and the **last** road goes **west.** The **north** road takes you to the **railway station. That** is the **way** to the **railway station.** The **east** road takes you to the **hospital. That** is the **way** to the **hospital.** The **south** road takes you to the **barracks. That** is the **way** to the **barracks.** The **west** road takes you to the **school. That** is the **way** to the **school.**

There are more roads in a **town** than in a **village.** Not **all** the roads in a town are open to **tongas** and **cars. Some** roads are open but **some** are **not** open.

In **England** and in **India** all cars keep to the **left** side of the road. If a car goes on the **right** side of a road the police will give the driver a **punishment.** In **America** and **France** cars keep to the **right** side of the road. If a car goes on the **left** side the police will give the driver a **punishment.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *drain.* NOTE *on the road* BUT *in the street.*

A1: Is this a road in a **town** or in a **village**?
2: Are there any **buildings** on this road?
3: What's at the **sides** of the road?
4: Where does rain-water falling on the road **go**?
5: Have the drains a **cover** on them?
6: What sort of drains **are** they?

B1 : Is this a street in a **town** or a **village** ?

2 : What are there **in** the street ?

3 : What are there at the **sides** of the street ?

4 : Where **are** the drains ?

5 : Are they **open** drains ?

6 : Are such drains **more** healthy or **less** healthy than open drains ?

7 : How does rain-water falling on the **street** go into the **drains** ?

8 : Why are the drains **under** the streets in the great **new** towns ?

C1 : What's in the **street** ?

2 : What's between the **house** and the **street** ?

3 : What is there down one **side** of the house ?

4 : Where's **one** end of the pipe ?

5 : Where's the **other** end of the pipe ?

6 : Where does the pipe take the rain-water falling on the **roof** ?

7 : Why do we give this sort of pipe the name **drain-pipe** ?

D1 : Is this a road in a **village** ?

2 : What's **on** the road ?

3 : What's at **one** end of the road ?

4 : Where does this road **go** ?

5 : What is its **name** ?

6 : Is it a **long** road or a **short** road ?

7 : How **long** is the road ?

E1 : What are these men **doing** ?

2 : Was the **old** road of **earth** or of **stone** ?

3 : Will the **new** road be of **earth** or of **stone** ?

4 : Was the old road **good** or **bad** ?

5 : Why was it a **bad** road ?

6 : Will the **new** road be **good** or **bad** ?

7 : When will the new road be **complete** ?

8 : Who will not let **tongas** or **cars** go up and down this road ?

9 : Will the road be open to **tongas** or **motor-cars** ?

10 : Why won't the road be open to **cars** ?

F1 : What's **this** ?

2 : What are there **in** the street ?

3 : What's the **name** of the street ?

4 : Where are the **drains** ?

5 : Is **this** street open to tongas and cars ?

G1 : What is this a **part** of ?

2 : Where do the four roads **go** ?

3 : Where does the **north** road take you ?

4 : Which is the way to the **railway station** ?

5 : Where does the **east** road take you ?

6 : Which is the way to the **hospital** ?

7 : Where does the **south** road take you ?

8 : Which is the way to the **barracks** ?

9 : Where does the **west** road take you ?

10 : Which is the way to the **school** ?

11 : Are there more roads in a **town** or in a **village** ?

12 : Are **all** roads in a town open to tongas or cars ?

13 : Which side of the road do all cars keep to in **England** and in **India** ?

14 : What will the police do to a driver if he takes his car on the **right** side ?

15 : Which side of the road do cars keep to in **America** or **France** ?

16 : What will the police do to a driver if he takes his car on the **left** side of the road ?

P1 : Are there any (**houses**) (on) **this** (road) ?

S : Houses : schools, stores, hotels, offices, canteens, barracks. Road : street.

2 : Where does (**Station Road**) take you ?

N : Give names of roads in town.

3 : Where does (**Bazaar Street**) go ?

N : Give names of streets in town.

4 : Does (**Station Road**) go (**north**) ?

N : Give names of roads in town.

5 : Which is the way to the (**Town Hospital**) ?

N : Give names of places in town.

6 : Has **every** (house) in this town a **drain-pipe** ?

S : House : office, hotel, store, cinema.

M : Where Is Bazaar Street ?

STRANGER [*going up to man in car*] : Which is the way to **Bazaar Street** ?

RAM : **I'm** going the same **way.** Will you come with **me** ?

STRANGER : **Yes.**

STRANGER : It's not a very **good** road. There are **pot-holes** in it.

RAM : Not **all** the roads are as bad as **this** one. We're building some very **good** new roads.

STRANGER [*pointing*] : Where does **that** road go ?

RAM : It goes to the **hospital.**

STRANGER : I'm going to **Krishna's** store.

RAM [*stopping car*] : Krishna's store is over **there.**

STRANGER : **Thank** you ! [*Gets off car*]

Unit 43

owner, property



A. Khan is in his **barrack-room.** On the table there are a **clock,** a **brush,** a **pugree** and a **knife.** The clock is **Khan's.** Khan is the **owner** of the clock. The clock is his **property.** The **brush** is his. He is the **owner** of the brush. The brush is his **property.** The **pugree** is his. He is the **owner** of the pugree. The pugree is his **property.** The **knife** is his. He is the **owner** of the knife. The knife is his **property.** He is the owner of the **clock,** the **brush,** the **pugree** and the **knife,** but he is not the owner of the **table.** The **table** is not **his** property. The owner of the **table** is the **Government.** The **table** is the **property** of the **Government.**

There is a **kit-bag** under the bed. In the kit-bag are **shirts, shorts** and **trousers.** The shirts, the shorts and the trousers are **his.** He is the **owner** of the shirts, the shorts and the trousers. They are **his** property. But the **kit-bag** is **not** his property. It is the property of the **Government.** At the end of the **war** he will give the kit-bag **back** to the Government. But he will keep the **shirts,** the **shorts** and the **trousers.** He will give the **kit-bag** back to the Government because the **kit-bag** is not **his** property; it is the property of the **Government.** He will **keep** the **shirts,** the **shorts** and the **trousers** because they **are** his property.

B. This is a picture of a **woman** and a **man.** There is a **bag** in the man's hand. But he is not the **owner** of the bag. The bag is not **his** property. It is the property of the **woman.** She is going **after** the man and she is crying, **"Help! Help!** That man is going off with my **bag."**

C. The policeman is giving the bag back to the **woman.** The policeman is giving the bag back to the **woman** because **she** is the **owner** of the bag; the bag is **her** property. The policeman will take the **man** to a **police station.** The man will get a **punishment.** It is not **right** to take the property of **another** man. If you do **that** the police will put you in the **lock-up.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *owner* AND *property*.

A1: Where's **Khan**?
2: What are there on the **table**?
3: There's a **clock** on the table . . . Whose clock **is** it?
4: Who is the **owner** of the clock?
5: Whose **property** is it?
6: There is a **brush** on the table . . . Whose brush **is** it?
7: Who is the **owner** of the brush?
8: Whose **property** is it?
9: There's a **pugree** on the table . . . Whose pugree **is** it?
10: Who is the **owner** of the pugree?
11: Whose **property** is it?
12: There is a **knife** on the table . . . Whose knife **is** it?
13: Who is the **owner** of the knife?
14: Whose **property** is it?
15: Is Khan the owner of the **table**?
16: Is the table **Khan's** property?
17: Who **is** the owner of the table?
18: Whose property **is** it?
19: There's a **kit-bag** under the bed. . . What's **in** the kit-bag?
20: Is Khan the **owner** of the shirts, shorts and trousers?
21: Is the clothing **his** property?
22: Is the **kit-bag** his property?
23: Whose property **is** it?
24: What will Khan do with the kit-bag at the end of the **war**?
25: **Why** will he give the kit-bag back to the Government?
26: Will he give **all** his clothing back to the Government?
27: Why will he keep all his **clothing**?

B1: What's **this** a picture of?
2: What's in the man's **hand**?
3: Is he the **owner** of the bag?
4: Is the bag **his** property?
5: Who **is** the owner of the bag?
6: Whose **property** is the bag?
7: What's the woman **doing**?
8: What is she crying **out**?

C1: What's the **policeman** doing?
2: Why is the policeman giving the bag back to the **woman**?

3 : Where will the policeman take the **man** ?

4 : What will the man **get** ?

5 : Is it **right** to take the property of another man ?

6 : What will the police do to you if you **do** ?

P1 : Who is the owner of this **(pencil)** ?

S : Pencil : book, pen, hat, coat, stick, shirt, cap, boot, etc.

2 : Is this (seat) **your** property ?

S : Seat : table, blackboard, bit of chalk, calendar, pictures, building.

N : Point to things in the room.

M : Family Property

SAMI : What are you going to do after the **war** ?

DAS : I'm going back to my **village.**

SAMI : What are you going to do **there** ?

DAS : I'm going back to my '**farm.**'

SAMI : Have you any **property** ?

DAS : **Yes,** I'm the owner of a **house.**

SAMI : Are you the **only** owner of the house or is the house **family** property ?

DAS : I'm not the **only** owner of the house. My **father, mother** and **brothers** are **together** the owners of the house. It is **family** property.

SAMI : What's **Khan** going to do ? Has **he** any property ?

DAS : He has **more** property than **I** have . . . What are **you** going to do ? Have **you** any property ?

SAMI : **No, I** haven't. **I'm** going to be a **teacher.**

DAS : A teacher of **what** ?

SAMI : A teacher of **English.**

S : A. *Put the right word from this list in the spaces* : building, wall, roof, top, base, earth, stone, wood, fall, support, bridge, arch, road, street, drain, owner, property, way.

1. Do not keep your bottle open ; put a............ on it.
2. In India we make pots of..............................
3. My brother is very old ; so I give his family ....
4. A house, a barracks and an office are sorts of ....
5. Between sun-down and sun-up the sun is on the other side of the..............................
6. Every room has four..............................
7. The....................of a house keeps the rain out.
8. There are no buildings on this....................
9. Rain-water falling on the road goes into the ....at the sides of the road.
10. That is my bag ; it is my..............................
11. Is that the..............to the railway station ?
12. That is his box ; he is the....................of the box.
13. It is the three....................which give the bridge support.

B. *Put the right word in the spaces* :

1. My friend's sister....................house for him.
2. The walls of a room....................the roof support.
3. I will....................my work complete in an hour.
4. If the seat gives way you will..............a bad fall.
5. They are....................a roof on the building.
6. This road..............................to the barracks.
7. This road will..............................you to the C.O.'s office.

C. *Put these sentences differently by using* who, which, whose, whom, *whichever is right* :

1. The man at the window is my father.
   e.g., The man who is at the window is my father.
2. The woman in the red sari is my mother.
   ....
3. The mangoes in the bag are very sweet.
   ....
4. The pugree on the shelf is my pugree.
   ....
5. That man's daughter was married yesterday.
   ....
6. That sepoy's bicycle is broken.
   ....
7. We get our things from that canteen.
   e.g., That is the canteen from which we get our things.
8. I keep my things in this bag.
   ....
9. They do their cooking in this room.
   ....
10. We have our meals on this table.
    ....
11. We go to that doctor when we are ill.
    ....
12. Sami will make the tea for us. He makes very good tea.
    e.g., Sami who makes very good tea will make the tea for us.

Unit 44

across, wide, narrow, river, come across



A. Khan is in his **house.** He is on a month's **leave.** He is very tired after a game of **football.** So he is going to have some **tea.** There are **two** sticks in **front** of him and **more** sticks at his **side.** The two sticks in **front** are **across** one another, but the sticks at his **side** are **not** across one another. Khan is putting a **third** stick across the **first** two. He is putting the sticks **across** one another to make a **fire.** After making the **fire** and putting the **water** on he will go and get some sugar from the village **store.**

B. Khan is at **one** side of the room. The door is at the **opposite** side. He is going to the **door.** He is going from **one** side of the room to the **other** side. He is going **across** the room. He is going out to get some sugar from the **store.**

C. Khan is now on the **road.** The store is on the **other** side of the road **opposite** to him. The store is **across** the road. Khan is going from **one** side of the road to the **other** side. He is going **across** the road.

D. Khan is going back to his **room** with the **sugar.** On the way he **comes across** an old friend. The friend was going to the **post-office** to put a letter in a **letter-box.** Khan will now take his friend to his **room** and they will have a cup of tea **together.**



E. In Khan's room there are **two** tables. The table which is on the **right** is five feet **long** and one and a half feet **wide.** It is not a **wide** table ; it is a **narrow** table. The table on the **left** is **five** feet long and **four** feet wide. It is not a **narrow** table ; it is a **wide** table.

The room has two **windows.** The window on the **left** is five feet **high** and two feet **wide.** It is not a **wide** window ; it is a **narrow** window. The window on the **right** is **five** feet high and **four** feet wide. It is not a **narrow** window ; it is a **wide** window.

The room is **twenty** feet **long** and **fifteen** feet **wide.** The room is not **narrow ;** it is **wide.**

F. This is a picture of **another** road in the **same** village. It is only **ten** feet wide. It is not a **wide** road ; it is a very **narrow** road. The road is not open to **motor-cars.** It is not open to motor-cars because it is very **narrow.**

In all the **villages** and **old** towns of India there are more **narrow** roads than **wide** roads. But in the great **new** towns of India there are more **wide** roads than **narrow** roads. We do not make our new roads **narrow ;** we make them **wide.**

G. This is a river in **Assam.** It is not a **wide** river ; it is a **narrow** river. It is only **fifty** feet wide. But there is much **water** in the river, because this is the month of **July** and there is much **rain.** In **December** there will be very **little** water in this river ; it will be almost **dry.**

There is a **bridge** across the river. The bridge is **short** and **narrow** but it is very **strong.** There are a number of **soldiers** on the bridge. It is **Khan's** company. Khan is now **back** from leave and is with his **company** again. The soldiers in the company are going from **one** side of the river to the **other** side. They are going **across** the river. In a short time Khan's company will take part in a battle against the **enemy.** They enemy is in a little village six miles from **here.** There are only **two** to **three hundred** enemy soldiers in the village. The enemy is not very **strong.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *across, come across, wide, narrow.*

A1 : Where's **Khan** ?
2 : How much **leave** has Khan ?
3 : What's Khan going to **have** ?
4 : What's in **front** of him ?
5 : What's at his **side** ?
6 : Which sticks are **across** one another ?
7 : Which sticks are **not** across one another ?
8 : Where's Khan putting the **third** stick ?
9 : Why is he putting the sticks **across** one another ?
10 : What will he do after making the **fire** and putting the **water** on ?

B1 : Where is **Khan** ?
2 : Where is the **door** ?
3 : What is he going **across** ?
4 : Where is he **going** ?
5 : Why is he going to the **store** ?

C1: Where is Khan **now**?
2: Is the store on the **same** side of the road as **Khan** or is it **across** the road?
3: What is Khan going **across**?

D1: Where is Khan **going**?
2: Whom does he come across on the **way**?
3: Where was his friend **going**?
4: Where will Khan **take** his friend?
5: What will they have **together**?

E1: What's the number of **tables** in Khan's room?
2: How long is the table which is on the **right**?
3: How **wide** is the table?
4: Is the table **wide** or **narrow**?
5: How long is the table on the **left**?
6: How **wide** is the table?
7: Is **this** table **wide** or **narrow**?
8: What's the number of **windows** in the room?
9: How high is the window on the **left**?
10: How **wide** is the window?
11: Is it a **wide** window or a **narrow** window?
12: How high is the window on the **right**?
13: How **wide** is the window?
14: Is it a **wide** window or a **narrow** window?
15: How **long** is the room?
16: How **wide** is the room?
17: Is it a **narrow** room?

F1: What's **this** a picture of?
2: How **wide** is the road?
3: Is it a **wide** road?
4: Is the road open to **motor-cars**?
5: Why is the road **not** open to motor-cars?
6: Are there more **wide** roads than **narrow** roads in the **old** towns of India?
7: Are there more **narrow** roads than **wide** roads in the great **new** towns of India?
8: Do we make our **new** roads **wide** or **narrow**?

G1: Where's this **river**?
2: Is it a **wide** river?
3: How **wide** is the river?
4: How much **water** is there in the river?
5: What **month** is it?
6: Is there **little** rain or **much** rain in July?
7: How much water will there be in the river in **December**?
8: What's **across** the river?
9: Is the bridge **wide**?
10: Is the bridge **strong**?
11: Who is **on** the bridge?
12: Whose company **is** it?
13: Where's Khan **now**?
14: What are the soldiers in the company going **across**?
15: What will Khan's company **do** in a short time?
16: Where's the **enemy**?
17: What's the **number** of enemy soldiers in the village?
18: How **strong** is the enemy?

P1: Put **one** of your **(thumbs)** across the **other** . . . [*The learner does so*]: Where are your thumbs?
S: Thumbs: fingers, arms, legs.

2: Put these (pencils) **across** one another . . . [*The learner does so*]: Where are the pencils?
S: Pencils: forks, knives, needles.

3: Put this stick across the **(table)** . . . [*When the learner is doing so*]: What are you doing?
S: Table: box, book, window, door, blackboard, calendar, picture.

4: How wide is (my) **(table)**?
S: Table: window, door, blackboard.

5: Is this a **wide** table or a **narrow** (table)?
S: Table: window, door, blackboard.

6: What's the **(Indus)**?
S: Indus: Brahmaputra, Narbada, Tapti, Godavari, Krishna, Cauvery.

7: Are there any **bridges** across the (Brahmaputra)?
S: Brahmaputra: Ganges, Indus, etc.

M1: **Go Across Sky**

A: How long does the sun take to go across the sky in **June**?
B: From **ten** to **twelve** hours.

2: **Across The Street**

RECRUIT: Is the canteen a **long** way from your quarters?
SEPOY: No, it's only across the **road**.

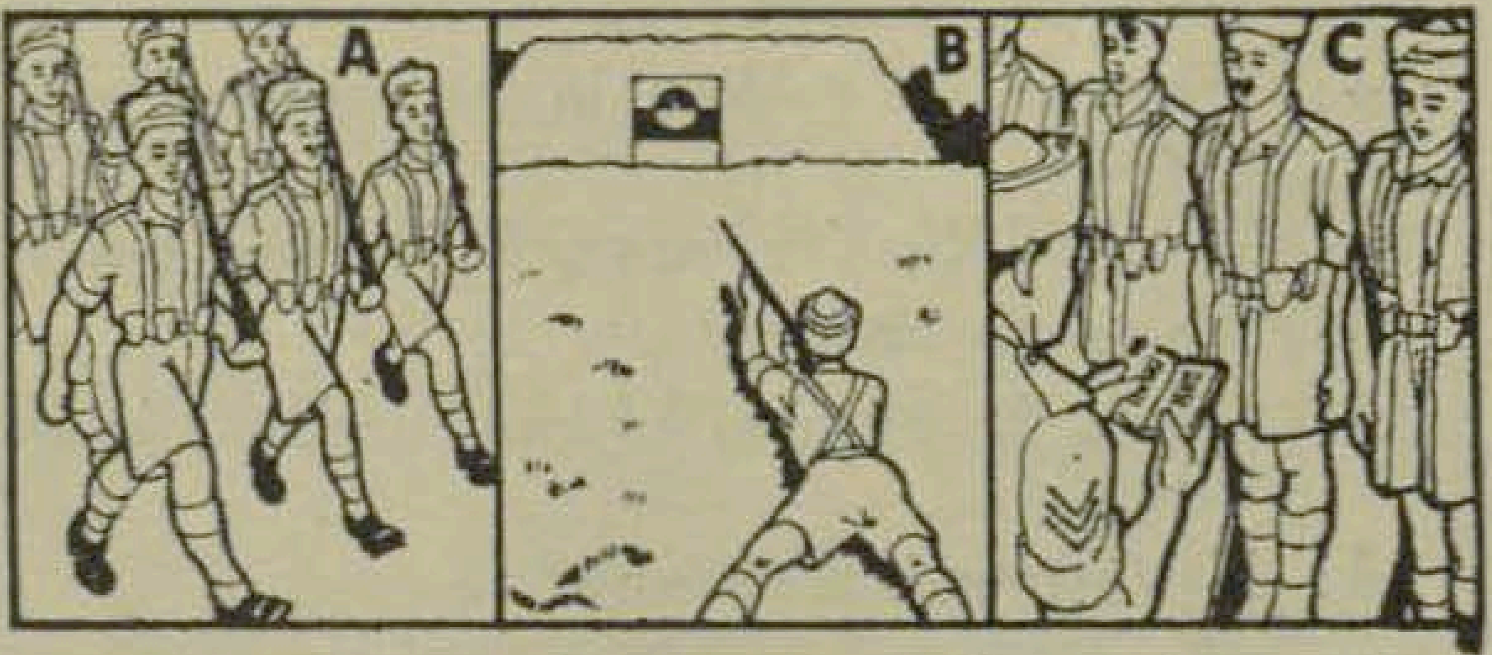
3: **Come Across Friend**

ABDUL: Where are you **going**?
ALI [*going somewhere*]: I'm going back to my **house**.
ABDUL: Here's Govinda's (umbrella). Will you please give Govinda the **umbrella** if you come across him on your **way**?
ALI: Yes.

S: Umbrella: book, stick, bag, clock, keys, glasses, scissors.

Unit 45

most, least



A. Ali platoon is going to have a '**shooting** practice' today. Ali, Akbar and Hussein are on their way to the shooting **range.** Ali's platoon has a shooting practice on the **first** day of every **third** month to see who is **good** at shooting and who is **not.** The men are taking their rifles **with** them to the shooting range.

B. The men are all **at** the shooting range now. They are at one **end** of the shooting range. At the **other** end is a great **board** with a **point** on it. This is the **target.** At the **back** of the target is the **butt.**

Hussein is firing now. He is the **first.** After Hussein Akbar will do **his** firing. Everyone in the platoon will do **some** firing, **one** after **another.**

The sergeant has a small **book** in his hand. In the **book** are the **names** of all the soldiers in the **platoon.** The sergeant will put down every soldier's **score** against his name in the **book.**

C. It is five o'clock and the shooting practice is **over.** The sergeant is **reading** the scores from the **book:**

Ali	350 points
Akbar	320 points
Hussein	300 points

Ali has more points than **Akbar.** **Akbar** has more points than **Hussein.** Of the **three** Ali has the **most** points.

Akbar has less points than **Ali.** **Hussein** has less points than **Akbar.** Of the **three** Hussein has the **least** points.

Ali gets the **most** points at every practice because he has the **most** years of service. Hussein gets the **least** points at every practice because he has the **least** years of service. These are their years of service:

Ali	3 years
Akbar	$2\frac{1}{2}$ years
Hussein	2 years

Ali has **three** years' service. Akbar has **two** and a **half** years' service and Hussein has **two** years' service. **Ali** has more service than **Akbar.** **Akbar** has more service than **Hussein.** Of the **three** Ali has the **most** service.

Akbar has less service than **Ali.** **Hussein** has less service than **Akbar.** Of the **three** Hussein has the **least** service.



D. Ram, Sita, Govinda, Kamala, Prem and Vimala are in their **house.** It is the month of **July** and the weather is very **wet.** It is **monsoon** weather. It was raining an hour **back.** It is **still** raining. Every year, as a rule, there is some rain in **June** and some in **July.** But there is **more** rain in **July** than in **June,** and in **August** there is still **more** rain than there is in **July.** **August** is the month which has **most** rain. This is how it was **last** year:

August	30 inches
July	10 inches
June	5 inches

There is **less** rain in **July** than in **August,** but in **June** there is still **less** rain than there is in **July.** **June** is the month which has **least** rain.

C: When we are comparing two things we make use of *more than, less than.* But when we are comparing more than two things we make use of *most, least.*

A1: What are Ali's platoon going to **have**?
2: Where are Ali, Akbar and Hussein **going**?
3: **When** do Ali's platoon have their shooting practice?
4: **Why** do they have shooting practices?
5: What are the men taking **with** them to the shooting range?

B1: Where are the men **now**?
2: The **men** are at **one** end of the shooting range. What's at the **other** end?
3: What's at the **back** of the target?
4: Who is firing **now**?
5: Who will do his firing **after** Hussein?
6: Will the men in the platoon do their firing all **together** or will they do it **one** after **another**?
7: What has the sergeant in his **hand**?
8: What's in the **book**?
9: What will the sergeant put **down** in the book?

C1: What's the **time**?
2: Is the shooting practice **over**?
3: What's the sergeant **doing**?
4: What's **Ali's** score?

5 : What's **Akbar's** score ?

6 : What's **Hussein's** score ?

7 : Who has **more** points—**Ali** or **Akbar** ?

8 : Who has **more** points—**Akbar** or **Hussein** ?

9 : Of the three who has the **most** points ?

10 : Who has **less** points—**Akbar** or **Ali** ?

11 : Who has **less** points—**Hussein** or **Akbar** ?

12 : Of the three who has the **least** points ?

13 : Why has Ali the **most** points ?

14 : Why has Hussein the **least** points ?

15 : How much service has **Hussein** ?

16 : How much service has **Akbar** ?

17 : Who has **more** service—**Hussein** or **Akbar** ?

18 : Who has **more** service—**Akbar** or **Ali** ?

19 : Of the three who has the **most** service ?

20 : Who has **less** service—**Ali** or **Akbar** ?

21 : Who has **less** service—**Akbar** or **Hussein** ?

22 : Of the three who has the **least** service ?

D1 : Where are **Ram, Sita, Govinda, Prem** and **Vimala** ?

2 : What **month** is it ?

3 : Is the weather **dry** ?

4 : What sort of weather **is** it ?

5 : Was it raining an hour **back** ?

6 : Is it **still** raining ?

7 : Is there any rain in **June** as a rule ?

8 : Is there any rain in **July** as a rule ?

9 : In which month is there **more** rain—**June** or **July** ?

10 : In which month is there **more** rain—**July** or **August** ?

11 : Which month has the **most** rain ?

12 : Of the three who does the **most** stitching ?

13 : Who does **less** stitching—**Kamala** or **Sita** ?

14 : Who does **less** stitching—**Vimala** or **Kamala** ?

15 : Of the three who does the **least** stitching ?

16 : What do the family **do** after their **meal** ?

17 : Who does **more** work—**Govinda** or **Vimala** ?

18 : Who does **more** work—**Prem** or **Vimala** ?

19 : Of the three who does the **most** work ?

20 : Vimala, Govinda, Prem, Kamala, Sita and Ram —of these six who does the **most** work ?

21 : Who does **less** work—**Ram** or **Sita** ?

22 : Who does **less** work—**Kamala** or **Sita** ?

23 : Of the three who does the **least** work ?

24 : Ram, Sita, Kamala, Prem, Govinda and Vimala—of the six who does the **least** work ?

25 : Of the six who does the **most** work and who does the **least** work ?

P1 : I have three **boxes** on my table, a **white** box, a **black** box and a **red** box. There are **(three)** pencils in the **white** box, **(four)** pencils in the **black** box and **(five)** pencils in the **red** box. Which box has **most** pencils in it ?

S : Three, four, five : other numbers.

2 : A **(sepoy)** gets **twenty-five** rupees a month, a **(lance-naik)** gets **forty** rupees a month, a **(havildar)** gets **seventy-five** rupees a month. Of the three who gets **most** pay ?

S : Sepoy, lance-naik, havildar : lieutenant, captain, major, etc.

3 : Of the four, a **(section)**, a **(platoon)**, a **(regiment)** and a **(division)** which has **most** men in it ?

S : Section, etc. : other groups.

4 : In which of the four months (December, January, February and May) do we get most (least) **rain** ?

S : December, etc. : other months.

5 : Which of the three months (March, April and May) is least **warm (cold)** ?

S : March, April, May : other months.

6 : Of the four games (cricket, tennis, hockey, football) which game is most (least) **interesting** to you ?

S : Cricket, tennis, hockey, football : other games.

M1 : Most Tired

SAMI [*coming in*] : **Tired** ?

GANPAT [*at end of day*] : Yes, **very** tired.

SAMI : You're more tired **today** than **yesterday.**

GANPAT : Of all the days in the week I'm **most** tired on **Friday . . .**

SAMI : **Why** ?

GANPAT : Of all the days in the week I do most **work** on **Friday.**

2 : Least Happy

KHAN : Is Romesh **ill** ?

DAS : **Yes,** he's **so** ill that they will not be able to keep him in the **Army.**

KHAN : Is he **happy** to go back ?

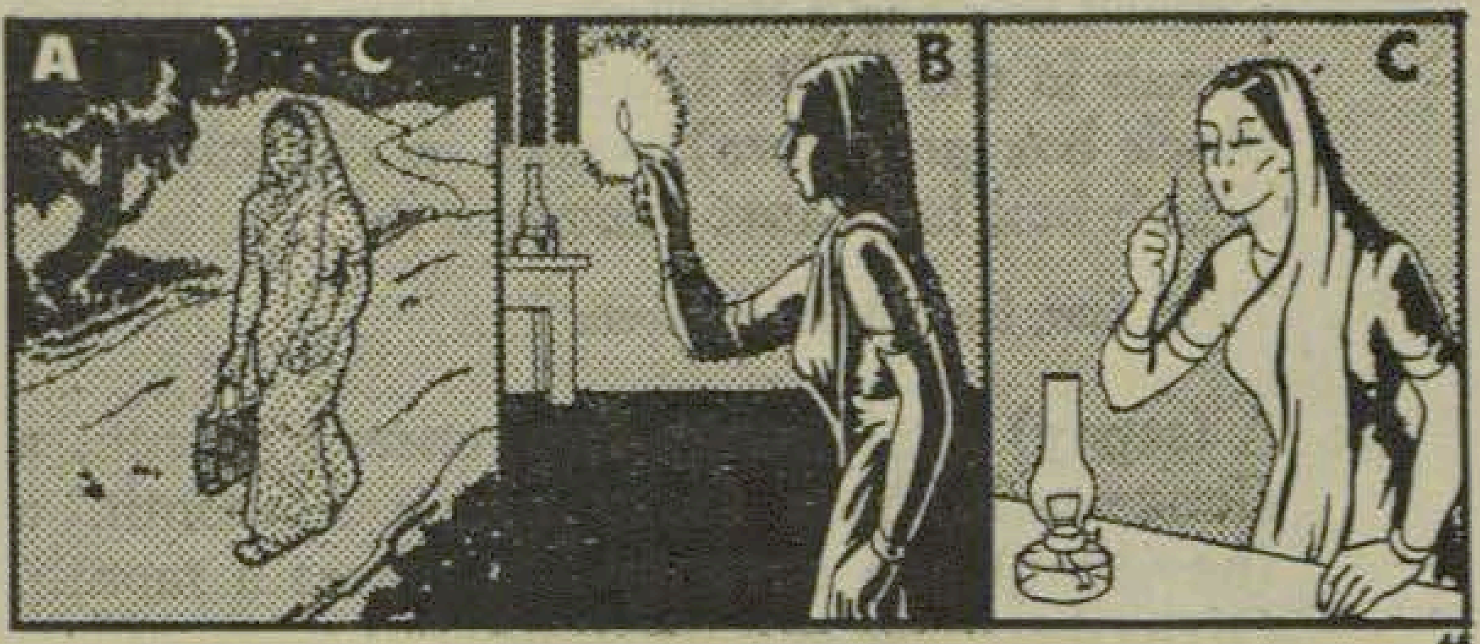
DAS : **Yes.**

KHAN : **Why,** wasn't he **happy** in the Army ?

DAS : Of **all** of us he was the **least** happy.

Unit 46

light, oil, electric, gas, put on (out)



A. Gouri is coming back to her house in the village from a **store.** She has a **bag** in her hand. There are a **number** of things in the bag—a **lock,** a **knife,** a **cup,** some **buttons** and a little **sugar.** The bag is in her **right** hand. In her **left** hand is a box of **matches.**

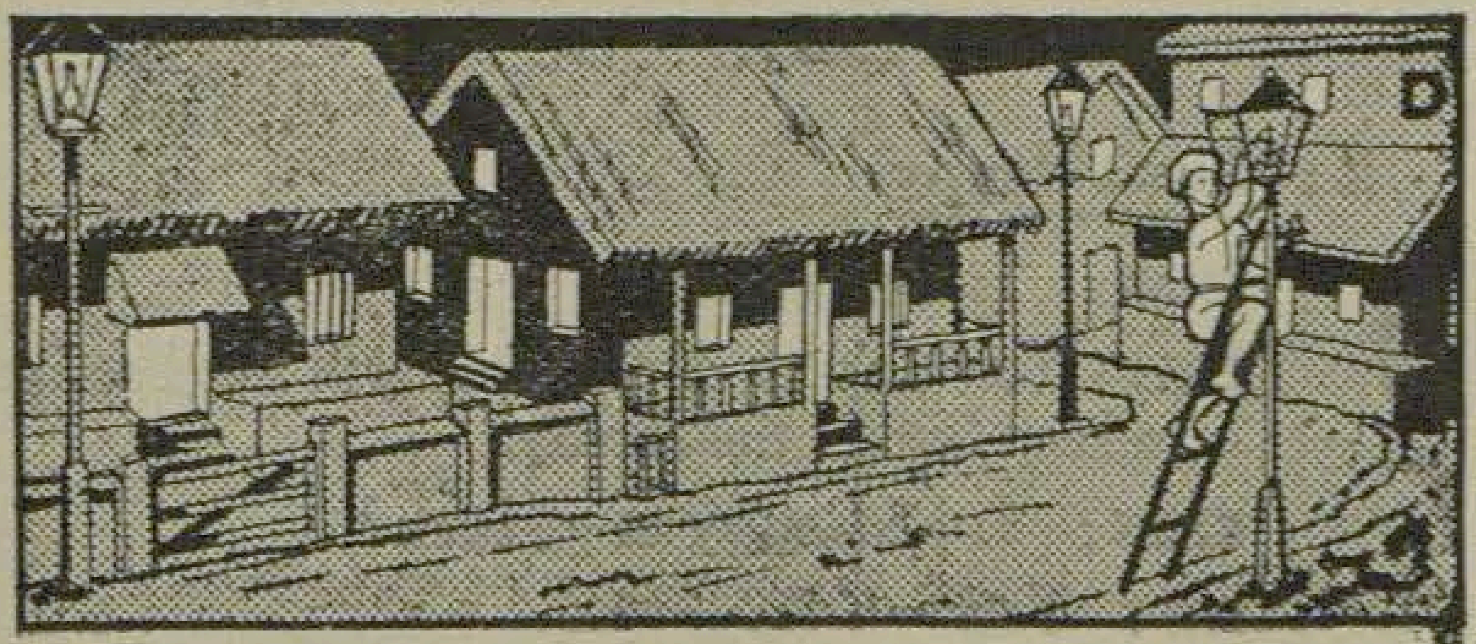
It is **night**-time. There is no light **outside** the house. There is no light **inside** the house. There is no light in **any** of the rooms in the house. But Gouri has a box of **matches,** and a **match** will give her **light.**

B. Gouri is in a room in her **house.** There is **light** in the room. The light is coming from the **match** in her **hand.** Gouri is going to a **table** in the room. On the table there is a **light.** It is an **oil** light. She will put a **match** to the oil light, and then there will be **more** light in the room.

C. The oil light is now **on** and Gouri is putting out the **match.** She is putting out the match with her **breath.**

There are three **rooms** in Gouri's house and there is an oil light in every **one** of these rooms. Every day, when the sun goes **down,** Gouri puts a match to the oil lights. Lighting the oil lights is part of her **work.** And every **night,** before she goes to **bed,** she puts **out** all the lights in the house. Putting out the lights in the house is part of her **work.** She puts out the lights with her **breath.**

Every **Sunday** she puts **more** oil into the oil lights. **Cleaning** the oil lights and putting more **oil** into them are part of her **work.**



D. This is the **street** in which Gouri has her house. There are **three** lights in the street. The **street** lights are **oil** lights. In the picture there is a man **lighting** one of the street lights. Every day at **sun-down** this man puts a match to the street lights. The lights are on from **sun-down** to **sun-up.** At **sun-up** the man comes here again to put **out** the lights.

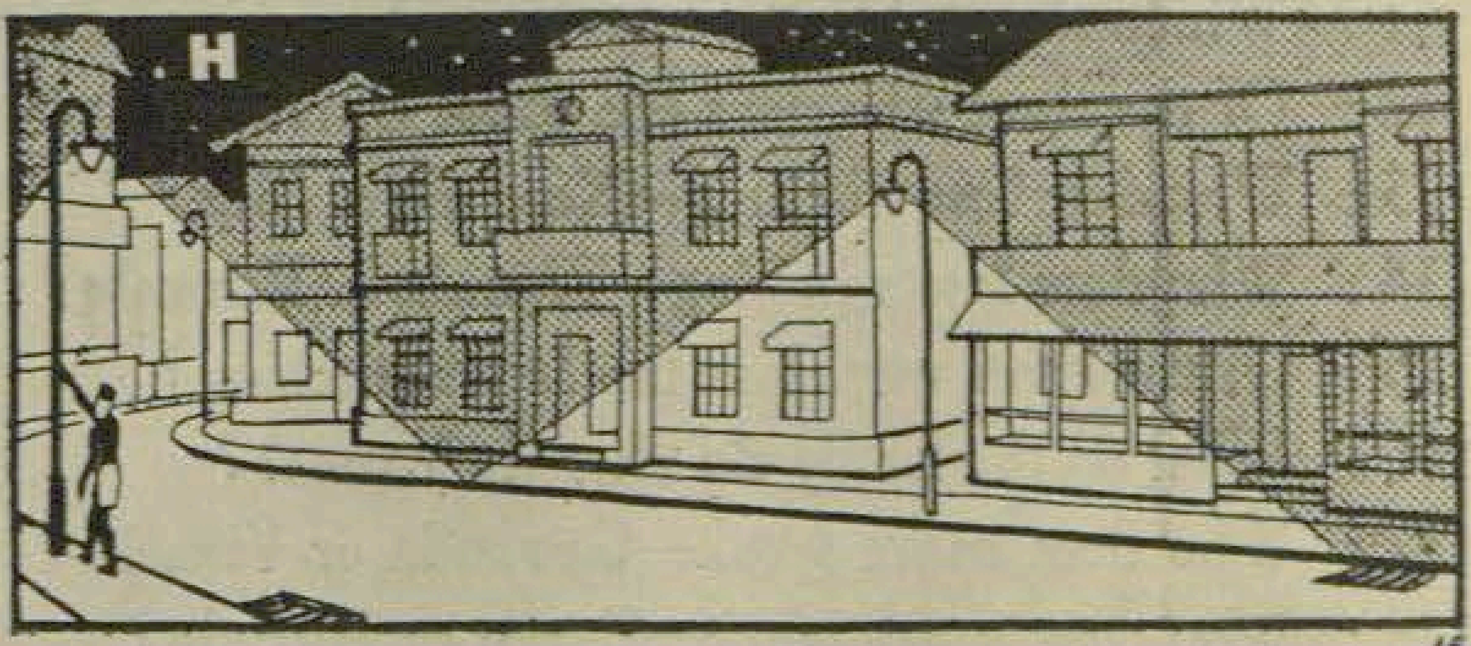


E. Sita is coming back to her house from the **pictures.** It is **night-time.** There is no light **outside.** There is no light **inside.** But Sita has a **torch** in her hand. It is an **electric** torch. The electric torch is **on** and it is giving her light.

F. Sita is **inside** the house. The torch is still **on.** There is **light** in the room. There is light in the room because the electric torch is **on**; it is giving out **light.** Sita is at a **table.** On the table there is a **light.** It is not an **oil** light; it is an **electric** light. Sita is putting **on** this electric light. She is putting on the electric light with her **fingers.**

G. Sita is in her **bed-room.** It is ten **o'clock.** It is time for **bed.** Sita is putting **out** the electric light. She is not putting out the electric light with her **breath;** she is putting it out with her **fingers.**

There is an electric light in **every** room in Sita's house. When she goes **into** a room at night she puts **on** the light; when she goes **out** of the room she puts **out** the light. Before she goes to bed she puts out **every** light in the **house.**



H. This is the **street** in which Sita has her house. There are **three** lights in the street. They are not **oil** lights; they are not **electric** lights; they are **gas** lights. In the picture there is a man lighting a **gas** light.

Every day at **sun-down** this man puts **on** the gas lights. The gas lights are on from **sun-down** to **sun-up.** At **sun-up** the man comes here again to put **out** the gas lights.

C: The thing which we get from the sun or an electric torch, etc., is light. Anything which gives us light is a light.

A1: What's Gouri coming **back** to?
2: Is her house in a **town** or in a **village**?
3: Where's she coming back **from**?
4: What has she in her right **hand**?
5: What's in her **bag**?
6: Where **is** the bag?
7: What's in her **left** hand?
8: What's the **time**?
9: Is there any light **outside** the house?
10: Is there any light **inside** the house?
11: Is there any light in **any** of the rooms in the house?
12: What will give Gouri **light**?

B1: Where is **Gouri**?
2: Is there any **light** in the room?
3: Where is the light **coming** from?
4: Where's Gouri **going**?
5: What's on the **table**?
6: What sort of light **is** it?
7: What will she **put** to the oil light?
8: Will there be more light in the room **then**?

C1: What's on **now**?
2: What's Gouri putting **out**?
3: What's she putting out the match **with**?
4: What's the number of **rooms** in the house?
5: Is there an oil light in **every** one of these rooms?
6: What does Gouri do every day when the sun goes **down**?
7: Whose **work** is lighting the oil lights?
8: What does she do to the lights every night before she goes to **bed**?
9: Whose work is putting **out** the lights in the house?
10: What does she put out the lights **with**?
11: When does she put **more** oil into the oil lights?
12: Whose work is **cleaning** the oil lights?

D1: What's **this** a picture of?
2: What sort of lights are the lights in the **street**?
3: What's the man **lighting**?
4: What does this man do every day at **sun-down**?
5: Why does the man come here again at **sun-up**?

E1: Where's Sita coming **back** from?
2: What's the **time**?
3: Is there any light **outside** the house?
4: Is there any light **inside** the house?
5: What has Sita in her **hand**?
6: What sort of **torch** is it?
7: Is it **on** or **off**?

F1: Where is **Sita**?
2: Is the electric torch still **on**?
3: Is there **light** in the room?
4: Where is the light **from**?
5: What's Sita **at**?
6: What's on the **table**?
7: What sort of light **is** it?
8: What's Sita putting **on**?
9: What's she putting on the electric light **with**?

G1: Where's **Sita**?
2: What's the **time**?
3: Is it time for **bed**?
4: What's Sita **doing**?
5: What's she putting out the light **with**?
6: What does she do when she goes into a room at **night**?
7: What does she do when she goes **out** of the room?

H1: What's **this** a picture of?
2: Are there any **lights** in the street?
3: Are they **oil** lights or **electric** lights or **gas** lights?
4: What's the man **doing**?
5: When does the man put **on** the gas lights every day?
6: Why does the man come here again at **sun-up**?

P1: When do you put **(on)** the light in your room?
S: On : out.

2: What time is '**lights out**' for **(sepoys)**?
S: Sepoys : sergeants, etc.

3: How does one put out an **(electric)** light?
S: Electric : gas, oil.

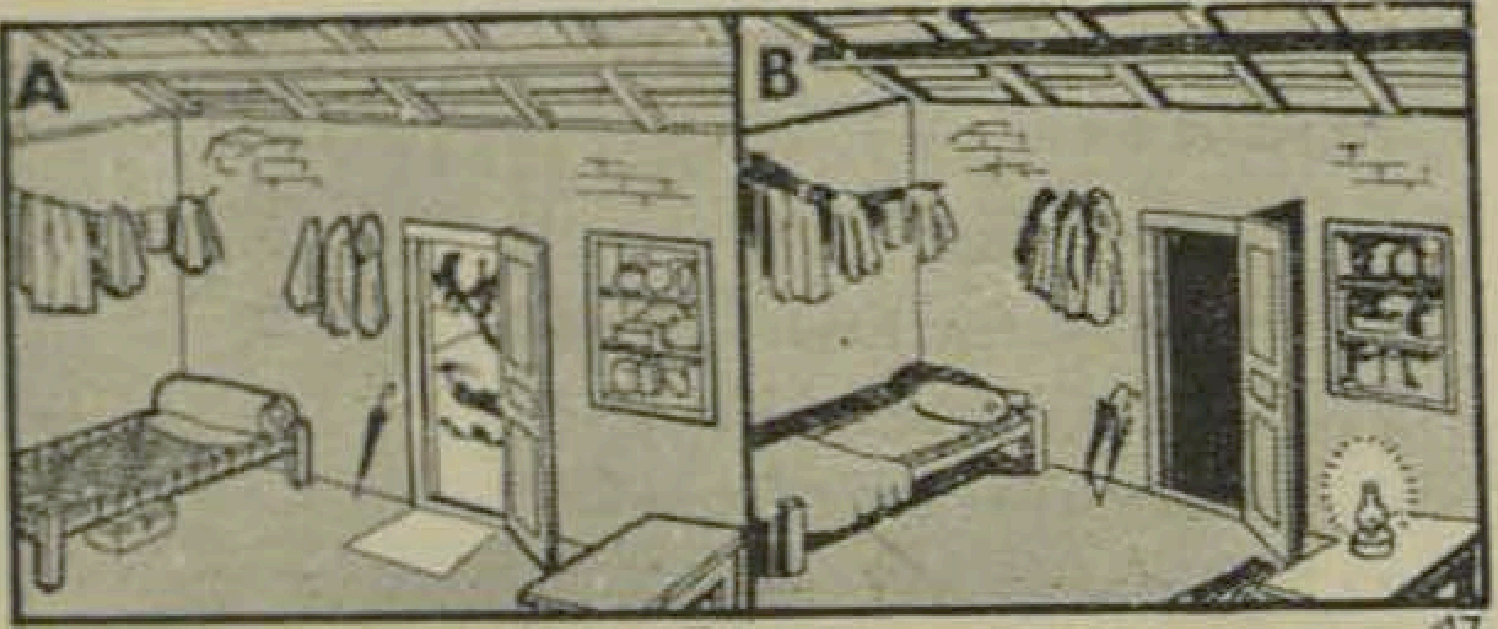
4: What am I **lighting**?
N: Put light to cigarette, cigar, bidi, fire, etc.

5: Which gives us **more** light as a rule, a **match** or an **(oil light)**?
S: Oil light : electric light, gas light.

6: The **(sun)**, a **(match)**, an **(electric torch)**—of these three which gives us **most** light?
S: Sun, match, electric torch : other sorts of light.

Unit 47

bright, dark

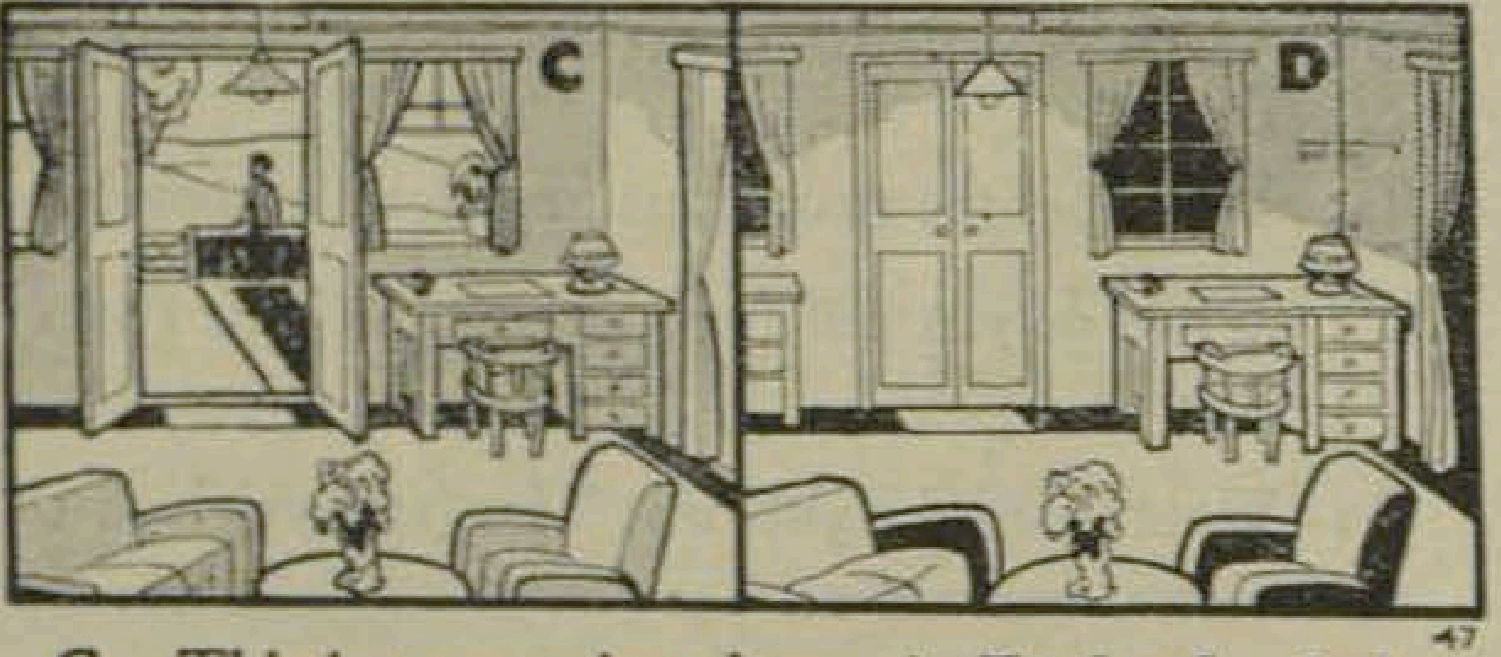


47

A. This is a room in a house in a Punjab **village.** It is **day-time,** and the sky is **clear.** But there is very little light in the **room.** The room is not **bright ;** it is **dark. Outside** it is very **bright** but **inside** it is **dark.** The room has only **one** door and **no** window. The door is **low** and **narrow.** It is very **small.** No air is coming **in.** Only a **little** sun-light is coming into the room. **That** is why the room is not **bright ; that** is why it is so **dark.**

B. It is **night-time.** There is a little **oil** light in the room. The oil light is not giving **much** light. The room is not **bright ;** it is **dark.**

A **dark** room is not **healthy.** A **great** number of our houses in different parts of India are **not** bright ; they are **dark.** They are **dark** because they have very **small** doors and windows. Sometimes they have **no** windows **at all.** If the rooms in your house have no **light** and **air** you will not be **healthy.** When you are building a **new** house make the **doors** of the house **high** and the **windows** of the house **wide.** If you keep your **old** house take some **bricks** out of the walls, or make **holes** in them and put in **windows.**

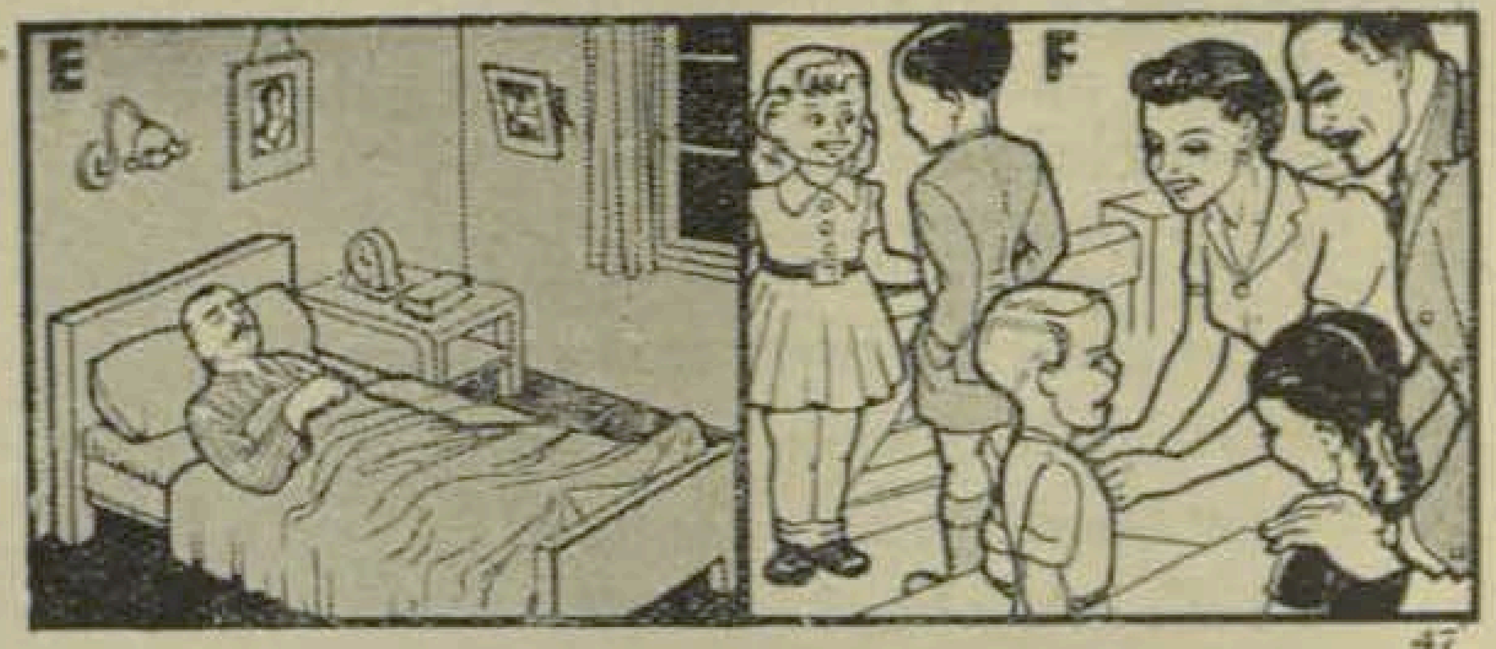


47

C. This is a room in a house in **England.** It has **high** doors and **wide** windows. There is **much** light in the room ; the room is not **dark ;** it is very **bright. Sunlight** is making the room **bright.**

D. It is **night-time. Outside** it is very **dark.** But **inside** it is very **bright.** There are **two** electric lights in the room. Light from the electric lights is making the room **very** bright.

A **bright** room is a **healthy** room. Almost **all** the houses in England are **bright.** They have **high** doors and **wide** windows. In the **day-time sunlight** makes the rooms bright. At **night electric** lights make the rooms bright.



47

E. Mr. Brown is in **bed.** There is no **light** in the room ; the room is **dark.** It is three o'clock in the **morning.** At **seven** o'clock the sun will be **up** and the room will be **bright** again. It is **Sunday** to-day. Mr. Brown will get up at **sun-up.** He is going out of town with his **family.** They will **go** in the **morning** and come **back** at **night.** The family will have their mid-day meal and tea out in the **open.**

F. Mr. Brown and his family are all ready to go **out.** The **sky** is **clear ;** the **sun** is **warm ;** the **weather** is very **bright.** The girls have **red** and **green** dresses on ; they have dresses of **bright** colours on. The boys and girls are **happy ;** they have a bright **smile** on their **faces.** They are happy because they are all going **out.** The family will be out in the open air all **day.** But they will come back before the sun goes **down** and **it** gets **dark** again.

In England the weather is **bright** in the **summer** as a rule. In the **winter** it is **dark.** In the summer a **great** number of families go out of town at the end of the **week.** Sometimes they go on **Saturday** and come back on **Sunday.** Sometimes they go out on Sunday **morning** and come back Sunday **night.** They have **games** and **picnics** at these parties, and everyone is **happy** and **bright.** All **work** and no **play** is no good for **anybody.** A week-end **'outing'** gives them a **rest** before the **new** week's work.

But in **war-time** things are **different.** They are not **able** to go out of town for the week-end **now.** A **great** number of Englishmen are in the **Army. Others** are working very long **hours** to make **ammunition, tanks, rifles** and so on. There are not enough **buses** to give workers an outing at the **week-end.** There is not enough **petrol.** But when **peace** comes again they will all be able to go out of town for the week-end as **before.**

C : MAKE CERTAIN BY A REFERENCE TO THE LEARNERS' LANGUAGE THAT THE LEARNERS HAVE GOT THE SENSE OF *bright* AND *dark*.

A1 : What's **this ?**

2 : Is it **day-time** or **night-time ?**

3 : Is there much **light** in the room ?

4 : Is the room **bright** or **dark ?**

5 : Is it **bright** or **dark** outside ?

6 : Has the room **two** doors ?

7 : Has the room any **windows** ?

8 : Is any **air** coming in ?

9 : How much **sunlight** is coming into the room ?

10 : Why is the room **dark** ?

B1 : Is it **day-time** or **night-time** ?

2 : What sort of **light** is there in the room ?

3 : How much light is the **oil** light giving ?

4 : Is the room **bright** or **dark** ?

5 : **Why** is the room dark ?

6 : Is a **dark** room **healthy** ?

7 : Why are such a great number of houses in India **dark** inside ?

8 : Why is a **dark** house unhealthy ?

9 : What sort of doors and windows let in **light** and **air** ?

10 : What sort of windows will **you** have when you are building a new house ?

C1 : What is **this** ?

2 : What sort of **doors** and **windows** has it ?

3 : How much **light** is there in the room ?

4 : Is the room **bright** or **dark** ?

5 : What's **making** the room bright ?

D1 : What's the **time** ?

2 : Is it **bright** or **dark** outside ?

3 : Is it bright or dark **inside** ?

4 : What's the number of electric **lights** in the room ?

5 : What's making the room **bright** ?

6 : Is a **bright** room **healthy** ?

7 : Are houses in England **dark** ?

8 : What sort of **doors** and **windows** have they ?

9 : What makes the rooms bright in the **day-time** ?

10 : What makes the rooms bright at **night** ?

E1 : Where's Mr. **Brown** ?

2 : Is the room **bright** or **dark** ?

3 : What's the **time** ?

4 : At what time will the sun come **up** ?

5 : What will the sun **do** to the room ?

6 : What **day** is it ?

7 : When will Mr. Brown get **up** ?

8 : Where is Mr. Brown going with his **family** ?

9 : When are they going **out** and when are they coming **back** ?

10 : Where will they have their **mid-day meal** and **tea** ?

F1 : Where are Mr. Brown and his family ready to **go** ?

2 : How is the **weather** ?

3 : What have the **girls** on ?

4 : Are the dresses of **bright** colours ?

5 : Are the boys **happy** or **sad** ?

6 : What have they on their **faces** ?

7 : Why are they **happy** ?

8 : How long will the family be **away** ?

9 : When will they come **back** ?

10 : Will they come back before it gets **dark** ?

11 : How is the weather in England in the **summer** ?

12 : How is the weather in the **winter** ?

13 : What do a great number of English families do every **week-end** in the **summer** ?

14 : When do they go **out** and when do they come **back** ?

15 : What do they **do** at these parties ?

16 : Are they **happy** ?

17 : Are they able to go out of town for the week-end **now** ?

18 : Where are a great number of **Englishmen** ?

19 : What are the **others** doing ?

20 : Are there enough **buses** for week-end 'outings' ?

21 : Is there enough **petrol** ?

22 : When will they be able to go out of town for the week-end as **before** ?

P1 : Is this room **bright** or **dark** (in the morning) ?

S : In the morning : at mid-day, at tea-time, at night.

2 : Is the **(west)** part of the sky bright or dark in the morning ?

S : West : north, south, east.

3 : Do we get bright weather in **(June)** ?

S : June : any other month.

4 : Is **(red)** a **bright** colour or a **dark** colour ?

S : Red : green, brown, black.

5 : What will **(sunlight)** do to a room ?

S : Sunlight : a torch-light, an electric light, a gas-light.

6 : At what time does it get dark in **(June)** ?

S : June : May, July, December, January, February.

7 : Is light from a **(match)** as bright as light from an **(electric torch)** ?

S : Match, electric torch : an oil light, electric light ; gas light, sunlight.

8 : Are the (streets) of your (village) **(bright)** at night ?

S : Streets : roads, houses, buildings.
Village : town.
Bright : dark.

Unit 48

smoke, wax, flame

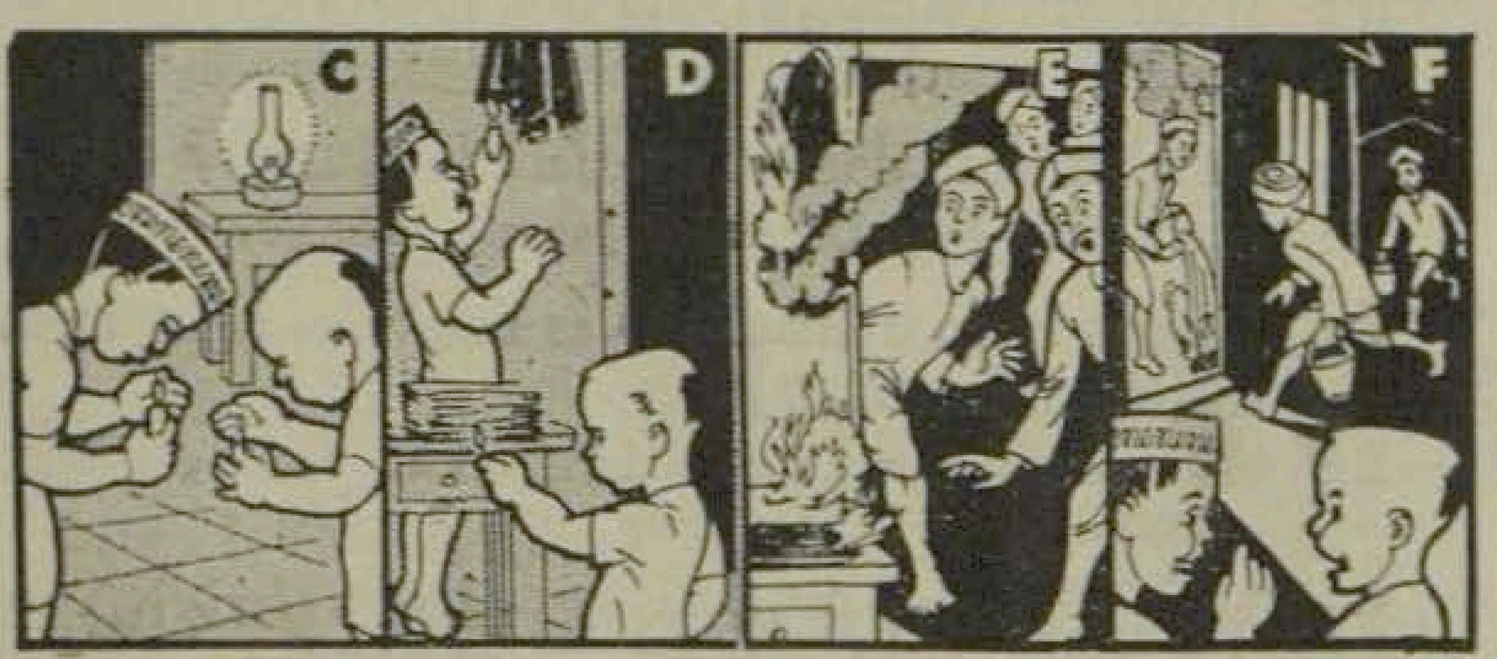


A. Gouri is getting a **meal** ready in her house in the **village.** Siva is working in his **store.** He will come back to have his mid-day meal in half an **hour.** There is a **fire** in the fire-place. **Smoke** is coming from the fire. There is no **window,** and only a **part** of the smoke is going out of the room through the small **door.** There is smoke in **every** part of the room. The smoke is getting into Gouri's **eyes.** She is not able to keep them **open** all the time. That is why her eyes are shut **now.**

What sort of fire **is** it ? What is **making** so much smoke ? On the fire-place are **dung-cakes.** Gouri makes her fire with **dung-cakes,** not with bits of **fire-wood.** That is why there is so much **smoke** in the room. Dung-cakes make much more smoke than **fire-wood.** That is why making a fire with **dung-cakes** is **bad.** Make a **wood-**fire. Have high, wide **windows.** Then there will be little or **no** smoke in your room.

B. One hour **later.** Siva is **resting** after his mid-day meal. There is a **bidi** in his mouth, and **smoke** is coming from the bidi. Siva is having a **smoke.** He is **smoking** a **bidi.**

Siva has a smoke after **every** meal. He has a smoke after his meals because it gives him **pleasure.** He keeps a **box** of bidis in his coat pocket at **all** times. But he never lets his **sons** have a smoke, because smoking is **bad** for small boys. It is not **good** for **anyone.** Smoking is bad for the **throat ;** it is bad for the **heart ;** it is bad for the **chest ;** it gives you a bad **cough.** That is why smoking is **bad** for you.



C. There is no one in Siva's house but Siva's two small boys **Kishore** and **Kishen.** Kishore is **five** years old and Kishen is **three.**

It is **night-time.** There is an **oil** light on the table, but the room is not **very** bright. **Kishore** has a **wax** light in his hand and **Kishen** has a **match.** The wind is coming through the **door.** Kishore is keeping the wind off the flame of the wax light with his left-**hand.** If Kishore does not keep his hand there the flame of the wax light will go **out.** Kishen's right hand is keeping the wind away from the flame of the **match.** If Kishen does not keep his hand there the flame of the match will go **out.**

D. The wax light and the match are **still** in their hands. Kishore is putting the flame of the **wax-light** to a bit of **cloth** on the **wall** near the door. Kishen is putting the flame of the **match** to some **paper.**

E. The cloth and the paper in the room are on **fire.** The fire is making the room very **bright. Flames** are coming out through the **door.** A number of men outside are crying, '**Fire** ! **Fire** ! Siva's house is on **fire.'**

F. A **number** of things in the room are on fire. The fire is going from **one** thing to **another. Some** men are getting **water ; others** are putting the water on the **fire.** Kishore and Kishen are outside the house. They are **smiling.** They are very **happy.** The house is **so** bright ! It is giving them **such** pleasure !

But their **father** and the **mother** will come back in a short time. They will be very **angry** with Kishore and Kishen. They will give them a **punishment.** Kishore and Kishen will not be very happy **then.**



G. Mrs. English is getting a meal ready for Mr. English and two of his **friends.** There is a **fire** in the fire-place. But there is no **smoke** in the room. The smoke from the fire is going **out** of the house. The smoke is going out of the house through an **outlet** in the roof.

H. Mr. English and his two friends, Mr. Brown and Mr. White, are resting after their **meal.** They are all having a **smoke.** Mr. and Mrs. English are smoking **cigarettes.** Mr. Brown is smoking a **cigar** and Mr. White is smoking a **pipe.** After their smoke the men will have a game of **cards.**

I. Jai Singh is having a **smoke.** He is smoking a **hookah. One** end of the pipe is in his **mouth ;** the **other** end of the pipe goes into a **vessel** which is on the **floor.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *flame, smoke, wax.*

A1 : What's Gouri **doing** ?
2 : When will Siva come back for his **meal** ?
3 : What's in the **fire-place** ?
4 : What's coming from the **fire** ?
5 : Is **some** of the smoke going out of the room ?
6 : Through **what** is the smoke going out ?
7 : Is there any smoke **in** the room ?
8 : Why are Gouri's eyes **shut** ?
9 : What's in the **fire-place** ?
10 : What does Gouri make her fire **with** ?
11 : Why is there so much **smoke** in the room ?
12 : Which give out **more** smoke—**dung-cakes** or **fire-wood** ?

B1 : Who is **this** ?
2 : What is he **doing** ?
3 : What's in Siva's **mouth** ?
4 : What's coming from the **bidi** ?
5 : What's Siva **doing** ?
6 : Is Siva smoking a **bidi** or a **cigarette** ?
7 : Does Siva have a smoke after **every** meal ?
8 : **Why** does he have a smoke after meals ?
9 : What does he keep in his coat pocket at **all** times ?
10 : Does he ever let his **boys** have a smoke ?
11 : **Why** doesn't he ever let his boys have a smoke ?
12 : What is smoking **bad** for ?
13 : What does smoking **do** to you ?

C1 : Who are in the **house** ?
2 : How **old** are they ?
3 : What's the **time** ?
4 : What is on the **table** ?
5 : Is the room **very** bright ?
6 : What has **Kishore** in his **right** hand ?
7 : What has **Kishen** in his **left** hand ?
8 : What is Kishore doing with his **left** hand ?
9 : Why is he doing **that** ?
10 : What is Kishen doing with his **right** hand ?
11 : Why is he doing **that** ?

D1 : What is Kishore doing **now** ?
2 : What is **Kishen** doing ?

E1 : What's on **fire** ?
2 : What's making the room very **bright** ?
3 : What's coming out through the **door** ?
4 : What are the men crying **out** ?

F1 : What's on **fire** ?
2 : What are some men **doing** ?
3 : What are the **others** doing ?
4 : Are Kishore and Kishen **crying** or **smiling** ?
5 : Are they **happy** or **sad** ?
6 : When will their **father** and **mother** come **back** ?
7 : With **whom** will they be angry ?
8 : What will they **do** to Kishore and Kishen ?
9 : Will Kishore and Kishen be very happy **then** ?

G1 : What's Mrs. **English** doing ?
2 : What's in the **fire-place** ?
3 : Is there any **smoke** in the room ?
4 : Where is the smoke **going** ?
5 : **How** is the smoke going out ?

H1 : What are Mr. **English** and his two **friends** doing ?
2 : What are they **having** ?
3 : What's Mr. **English** smoking ?
4 : Is **Mrs.** English smoking a **pipe** ?
5 : Is Mr. Brown smoking a **cigar** or a **pipe** ?
6 : Is Mr. White smoking a **cigarette** or a **pipe** ?
7 : What will the men do **after** their smoke ?

I1 : What's **Jai Singh** doing ?
2 : What's he **smoking** ?
3 : Where is **one** end of the pipe ?
4 : Where is the **other** end of the pipe ?

P1 : Is this the flame of a (**match**) ?
S : Match : wax light, oil light.

2 : Has a (**torch**) a **flame** ?
S : Match : wax light, oil light.

3 : Is the flame of a (**wax light**) very **bright** ?
S : Wax light : match, oil light.

4 : Does a (match-stick) give out **smoke** ?
S : Match stick : wax light, oil light, torch, electric light, gas light.

5 : Is this a (**bidi**) ?
S : Bidi : cigarette, cigar, pipe, hookah.

6 : Am I smoking a (**bidi**) ?
S : Bidi : cigarette, cigar, pipe, hookah.

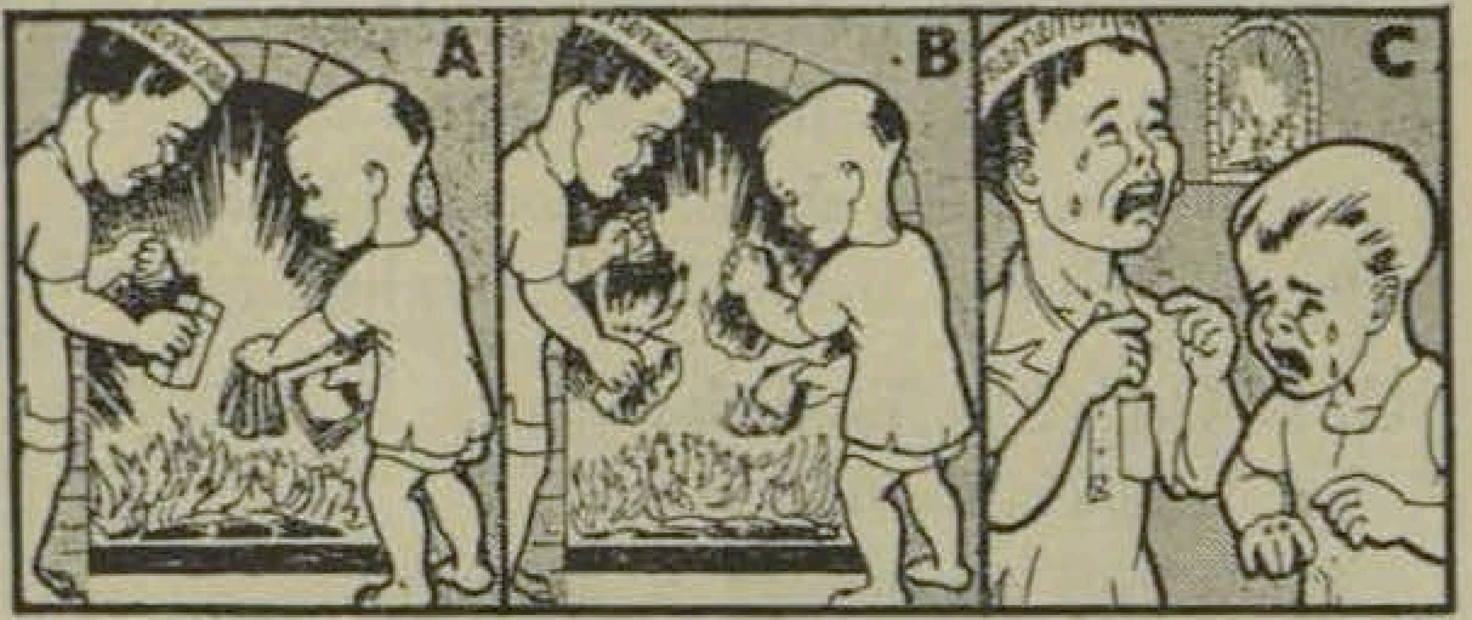
7 : Do you have a smoke after your (morning **tea**) ?
S : Morning tea : mid-day meal, four o'clock tea, night meal.

8 : Is smoking good for the (**throat**) ?
S : Throat : heart, chest.

9 : Which gives you more **pleasure,** smoking a (**bidi**) or smoking a (**cigar**) ?
S : Bidi, cigar : bidi, cigarette ; bidi, pipe ; cigar, cigarette ; pipe, bidi ; cigarette, pipe.

Unit 49

burn, coal

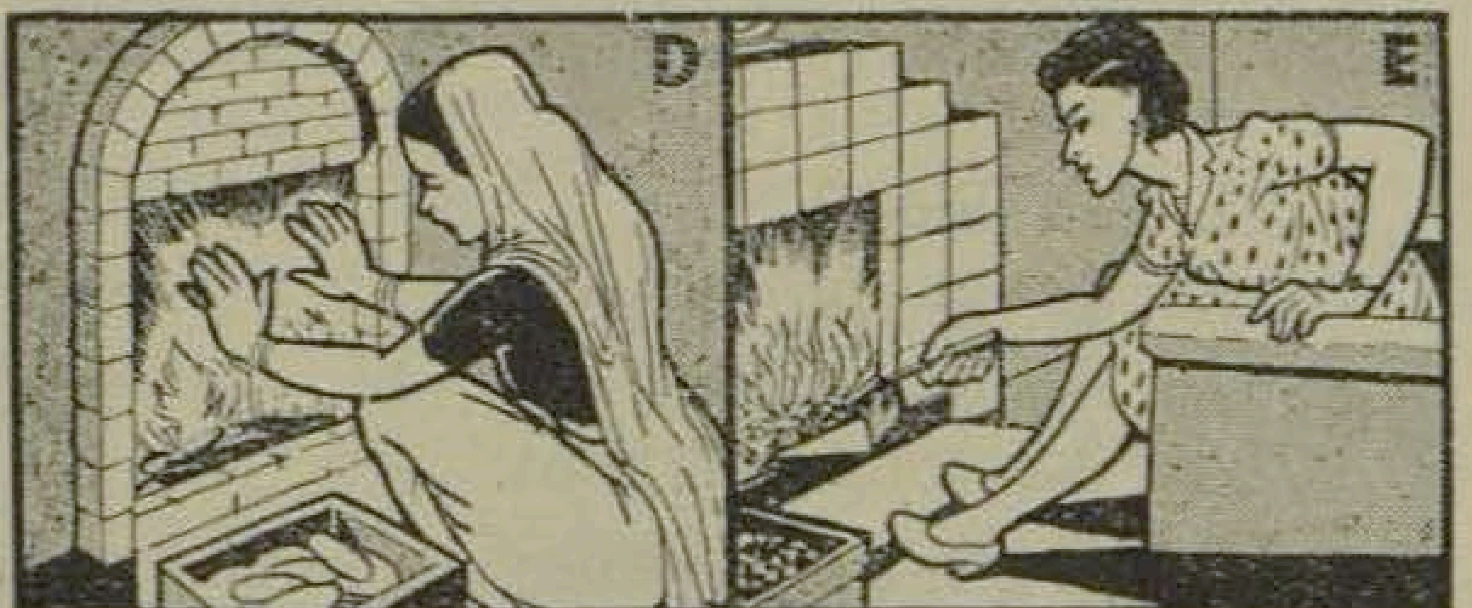


49

A. There is no-one in Siva's house but **Kishore** and **Kishen.** **This** time Kishore has a **bag** in **one** hand and a **box** in the **other.** Kishen has a **book** in **one** hand and some **cloth** in the **other.** Kishore and Kishen are in front of the **fire-place.** There is a **fire** in the fire-place and the **bag** and the **box,** the **book** and the **cloth** are over the **fire.** Kishore and Kishen are **happy ;** they are **smiling.**

B. Kishore **still** has the bag and the box in his hand. Kishen **still** has the book and the cloth in his hand. But the bag is on **fire ;** the bag is **burning.** The **cloth** is on fire ; the **cloth** is burning. The **bag** and the **box,** the **book** and the **cloth** are all **burning.** If Kishore does not put the burning bag and the burning box on the **floor** he will get a burn in his **fingers.** If **Kishen** does not put the burning book and the burning cloth down on the floor **he** will get a burn in his fingers.

C. Kishore **has** a burn in his fingers ; he is **crying.** He is crying because the burn is **paining** him. **Kishen** has a burn in his fingers ; **he** is crying. **He** is crying because the burn is giving **him** pain. When **Gouri** comes back she will be very **angry** with Kishore and Kishen. But if the burns **still** give them pain she will put some **oil** on the burns. The oil will take the **pain** from their fingers.



49

D. Gouri is in the **room.** It is **winter ;** the weather is very **cold.** There is a **fire** in the fire-place. Gouri is warming her **hands** over the fire. Some **dung-cakes** are burning in the fire. There are some **more** dung-cakes in the **box** in front of the fire-place. After a **time** Gouri will put some of them on the fire.

E. This is a room in Mr. **English's** house. **Mrs.** English is in the room. It is **winter ;** the weather is **cold ;** and it is not very **bright** inside. There is a **fire** in the fire-place. Mrs. English is putting some **coal** on the fire. There are **more** bits of coal in the **box** in front of the fire-place.

In **South** India they make a fire with **dung-cakes** or bits of **wood.** In **North** India they make a fire with **dung-cakes** or bits of **wood** or **coal.** In **England** they make a fire with **coal** as a rule.

Coal is a sort of **stone.** Its colour is **black.** We get coal from under the **earth.** Men make **holes** in the earth and go **down** into the earth and get the coal to the **top.** In **England** they keep their coal in coal-**cellars.** A coal-**cellar** is a sort of small room **under** the house. As a rule it has no **windows** and no light comes **into** it.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *coal, burn.*

A1 : Who are in the **house ?**
2 : What has **Kishore** in his hands ?
3 : What has **Kishen** in his hands ?
4 : Where are **Kishore** and **Kishen ?**
5 : What's in the **fire-place ?**
6 : Are Kishore and Kishen **happy ?**

B1 : What has Kishore **still** in his hands ?
2 : What has Kishen **still** in his hands ?
3 : What's on **fire ?**
4 : What's **burning ?**
5 : Who is burning the **bag ?**
6 : Is the **box** burning ?
7 : Who is burning the **box ?**
8 : Is the **book** on fire ?
9 : Who is burning the **book ?**
10 : Is the **cloth** burning ?
11 : What will Kishore **get** if he does not put the burning bag and box **down ?**
12 : What will **Kishen** get if he does not put the burning book and cloth **down ?**

C1 : What has Kishore on his **fingers ?**
2 : Is Kishore **crying** or **smiling ?**
3 : Why is Kishore **crying ?**
4 : What has **Kishen** on his fingers ?
5 : Is Kishen **crying** or **smiling ?**
6 : **Why** is Kishen crying ?
7 : What will Gouri **do** to the burns ?
8 : What will the oil do to Kishore's and Kishen's **fingers ?**

D1 : Who is in the **room** ?
2 : Is it **summer** or **winter** ?
3 : What's in the **fire-place** ?
4 : What's Gouri **doing** ?
5 : What's burning in the **fire** ?
6 : What's in the box in **front** of the fire ?

E1 : Who is in the **room** ?
2 : How is the **weather** ?
3 : Is it **bright** or **dark** inside ?
4 : What's in the **fire-place** ?
5 : What's Mrs. English putting on the **fire** ?
6 : What's in the box in **front** of the fire-place ?
7 : What do they make a fire in **South** India with ?
8 : What do they make a fire in **North** India with ?
9 : What do they make a fire in **England** with as a rule ?
10 : What's **coal** ?
11 : What's the **colour** of coal ?
12 : Where do we get coal **from** ?
13 : **How** do we get coal from under the earth ?
14 : Where do they **keep** their coal in England ?
15 : What's a coal-**cellar** ?
16 : Has it any **windows** ?
17 : Does any **light** come into it ?

P1 : What am I **burning** ?
N : Bit of paper, bit of cloth, bit of thread, match-stick, cover of book, bit of wood, etc., may be used.

2 : Is this a bit of **coal** ?
N : Point to stone, some earth.

3 : Is the colour of coal **(white)** ?
S : White : red, brown, green.

4 : Is coal a sort of **(food)** ?
S : Food : drink, fruit.

5 : With what do (we) make a fire in **(India)** ?
S : India : England.

M1 : A Burn On Foot

RAM SINGH : Why are you putting that **medicine** on your right foot ?

LAL SINGH : I've a **burn** on my (right foot).

S : Right foot : left foot, right knee, left knee, right thumb, left thumb.

2 : Keep The Fire Burning

LAL SINGH : I'm going **out** for a short time.

RAM SINGH : **Are** you ?

LAL SINGH : Keep the **fire** burning ; there's some **coal** in that box.

Seatwork (Units 44—49)

A. *Put the right word from this list in the spaces :* light, flame, smoke, coal, burn, across, river.

1. In England they make a fire with..................
2. If you put a finger in the fire you may get a..................
3. The..................from the fire goes out through a pipe in the roof.
4. There is a bridge..................the river.
5. The man was..................a cigarette at the time.
6. The building is on fire ; it is..................
7. An electric light has no..................
8. I am..................a bidi.

B. *Put the right word in the spaces :*

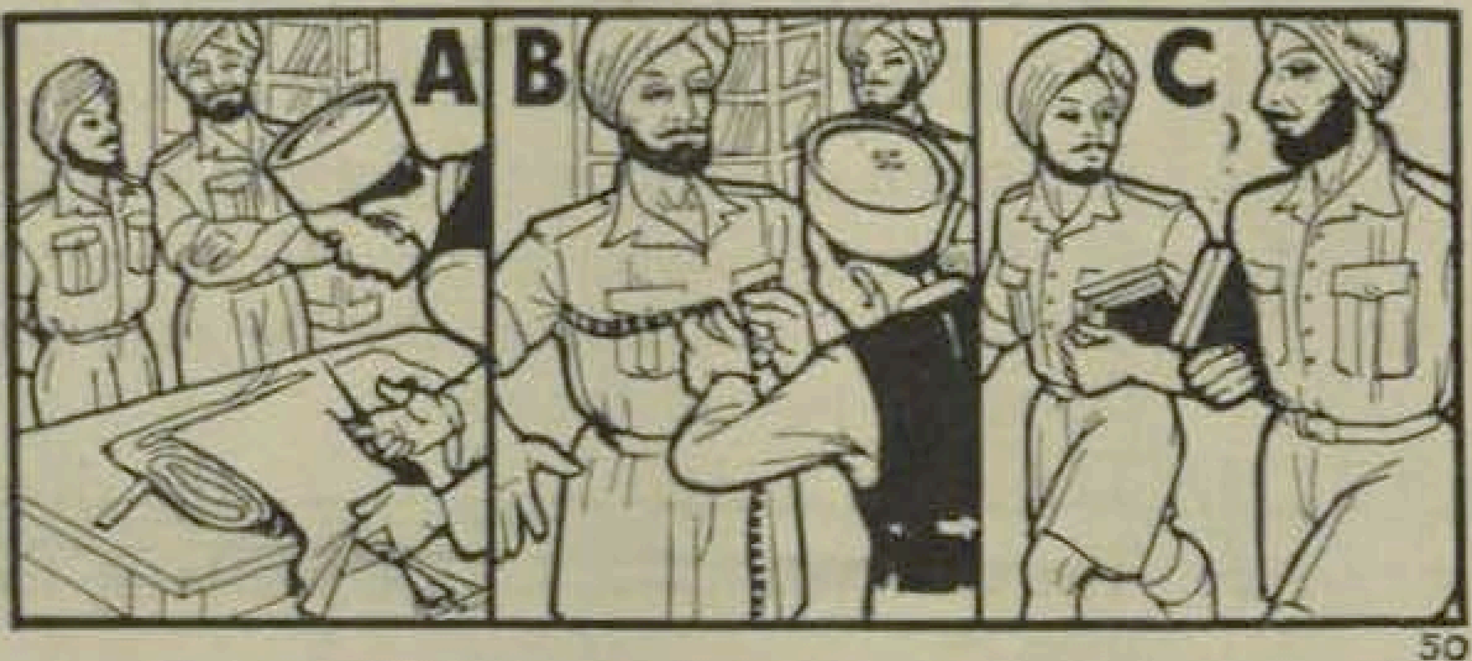
1. After the sun goes down I..................on the lights.
2. Before going to bed he..................out the light in the room.
3. An electric light..................more light than a candle.
4. In the day we..................light from the sun.
5. A fire..................off smoke.
6. Light was..................through a window.
7. He..................a smoke after every meal.
8. The electric light is..................the room bright.
9. Come back before it..................dark.
10. He was..................a match to the papers.

C. *Every group has two statements. If the statements have the opposite sense put 'wrong'. If not put 'right' :*

1. There is more water in the glass than in the cup ; there is more water in the bottle than in the glass. There is most water in the bottle..................
2. Hockey is less interesting than football. Cricket is less interesting than hockey. Cricket is least interesting..................
3. A gets forty rupees a month ; B gets fifty rupees a month ; C gets sixty rupees a month. Of the three A gets most money. ....
4. April is less warm than May ; March is less warm than April. May is least warm..........
5. September is less cold than October. October is less cold than November. September is least cold..................

Unit 50

taller



A. **Lal** Singh and **Ram** Singh are at an Army **tailor's.** The tailor is cutting some **cloth—two** and a **half** yards for a pair of trousers for **Lal** Singh and **two** yards for a pair of trousers for **Ram** Singh. The tailor will be able to make a pair of trousers for **Ram** Singh with **two** yards of cloth. But he will not be able to make a pair of trousers for **Lal** Singh with less than two and a **half** yards. **Lal** Singh is five feet **ten** inches tall. **Ram** Singh is only five feet **seven** inches tall. **Lal** Singh is **taller** than **Ram** Singh. **Ram** Singh is **shorter** than **Lal** Singh. **Lal** Singh's legs are **longer** than **Ram** Singh's legs. **Ram** Singh's legs are **shorter** than **Lal** Singh's legs.

B. The tailor is going to make two **shirts**—one for **Lal** Singh and another for **Ram** Singh. **Lal** Singh has a **forty** inch chest. **Ram** Singh has only a **thirty-six** inch chest. **Ram** Singh's chest is **narrower** than **Lal** Singh's chest.

The price of **Lal** Singh's shirt will be two and a **half** rupees. The price of **Ram** Singh's shirt will be **two** rupees. The price of **Ram** Singh's shirt will be **less** than the price of **Lal** Singh's shirt, because **Ram** Singh's shirt will be **smaller** than **Lal** Singh's shirt.

C. **Ram** Singh and **Lal** Singh have their **books** under their arms. They are going to their **English** classes. They are not working for the **same** certificate. **Lal** Singh is working for a **first** class certificate and **Ram** Singh is working for a **third** class certificate. **Lal** Singh has more **service** than **Ram** Singh. He is **older** than Ram Singh. **Ram** Singh is **younger** than **Lal** Singh. **Lal** Singh is twenty-**three** years old. **Ram** Singh is only twenty-**one** years old.



D. There are two **tables,** two **seats,** two **beds** and two **shelves** in this barrack-room. There are two **lights,** one on **Lal** Singh's table and the other on **Ram** Singh's table. Lal Singh and Ram Singh have a number of **books** on their shelves. **Lal** Singh has **five** books. **Ram** Singh has **three** books. The number of **Lal** Singh's books is **greater** than the number of **Ram** Singh's books. The number of **Ram** Singh's books is **smaller** than the number of **Lal** Singh's books.

E. **Lal** Singh and **Ram** Singh are playing **football.** They are playing football with a number of their **friends.** **Lal** Singh is playing against **Ram** Singh and **Ram** Singh is playing against **Lal** Singh. **Lal** Singh and **Ram** Singh are playing on **opposite** sides. There is a **smile** on their faces. They are very **happy.** They are **happier** when they are playing **football** than when they are **working.**

Lal Singh and Ram Singh are very **healthy** soldiers. **Ram** Singh sometimes gets a **cough,** but **Lal** Singh is **never** ill. **Lal** Singh is **healthier** than **Ram** Singh. **Ram** Singh is **less** healthy than **Lal** Singh.

F. Ram Singh's **company** is going from **one** station to **another.** The lorry is ready at the door to take the men, but Ram Singh's **box** is still on the **road.** There are such a great number of **things** in his box that he is not able to get it **on** the lorry. But **Lal** Singh will come here in a **minute** and put the box on the lorry **for** Ram Singh. **Lal** Singh will be able to put the box in the lorry because he is **stronger** than **Ram** Singh.

C: MAKE CLEAR THAT THE COMPARATIVE DEGREE IS ALSO EXPRESSED BY THE ADDITION OF *-er* TO AN ADJECTIVE FOLLOWED BY *than.*
Taller = more tall.

A1: Where are **Lal** Singh and **Ram** Singh ?
2: What's the tailor **doing** ?
3: How much cloth is the tailor cutting for **Lal** Singh ?
4: How much cloth is the tailor cutting for **Ram** Singh ?
5: How much cloth will it take to make a pair of trousers for **Ram** Singh ?
6: How much cloth will it take to make a pair of trousers for **Lal** Singh ?
7: How tall is **Lal** Singh ?
8: How tall is **Ram** Singh ?
9: Who is **taller—Lal** Singh or **Ram** Singh ?
10: Who is **shorter—Lal** Singh or **Ram** Singh ?
11: Whose legs are **longer—Lal** Singh's or **Ram** Singh's ?
12: Whose legs are **shorter—Lal** Singh's or **Ram** Singh's ?

B1 : Is the tailor going to make **one** shirt or **two** shirts ?

2 : For **whom** is he going to make the shirts ?

3 : What sort of chest has **Lal** Singh ?

4 : What sort of chest has **Ram** Singh ?

5 : Whose chest is **narrower** ?

6 : What will be the price of **Lal** Singh's shirt ?

7 : What will be the price of **Ram** Singh's shirt ?

8 : Whose shirt will be **smaller—Lal** Singh's or **Ram** Singh's ?

9 : Why will the price of **Ram** Singh's shirt be less than the price of **Lal** Singh's shirt ?

C1 : Where are Lal Singh's and Ram Singh's **books** ?

2 : Where are Lal Singh and Ram Singh **going** ?

3 : What certificate is **Lal** Singh working for ?

4 : What certificate is **Ram** Singh working for ?

5 : Which of them has more **service** ?

6 : How old is **Lal** Singh ?

7 : How old is **Ram** Singh ?

8 : Which of them is the **older** ?

D1 : What's the number of **tables** in the barrack-room ?

2 : Where are the two **lights** ?

3 : What have Lal Singh and Ram Singh on their **shelves** ?

4 : What's the number of **Lal** Singh's books ?

5 : What's the number of **Ram** Singh's books ?

6 : Is the number of **Lal** Singh's books greater than the number of **Ram** Singh's books ?

7 : Is the number of **Ram** Singh's books **smaller** than the number of **Lal** Singh's books ?

E1 : What are Lal Singh and Ram Singh **doing** ?

2 : With **whom** are they playing football ?

3 : Is **Lal** Singh playing on the same side as **Ram** Singh ?

4 : What's on their **faces** ?

5 : Why are they **smiling** ?

6 : Why are they **happy** ?

7 : Are Lal Singh and Ram Singh **healthy** soldiers ?

8 : Which of them gets a **cough** sometimes ?

9 : Which of them is **never** ill ?

10 : Who is **healthier—Lal** Singh or **Ram** Singh ?

11 : Who is **less** healthy—**Lal** Singh or **Ram** Singh ?

F1 : Where's Ram Singh's company **going** ?

2 : What's ready at the **door** ?

3 : Where's Ram Singh's **box** ?

4 : **Why** is it still on the road ?

5 : Who will put the box in the lorry **for** Ram Singh ?

6 : Who is **stronger—Lal** Singh or **Ram** Singh ?

P1 : Is my **(thumb)** longer than my **(arm)** ?

S : Thumb, arm : toe, foot ; foot, leg ; pencil, stick ; pen, ruler ; hour hand of clock, minute hand of clock ; needle, thread ; socks, stockings ; shorts, trousers.

2 : Is my **(stick) longer** or **shorter** than my **(rifle)** ?

S : Stick, rifle : chalk, wax ; knife, spoon ; pin, needle ; pen, pencil.

3 : Who is **older**—a **(father)** or his **(son)** ?

S : Father, son : mother, son ; father, daughter ; mother, daughter.

4 : Which is **higher**—the top of my **(table)** or the top of the **(blackboard)** ?

S : Table, blackboard ; blackboard, window ; window, door; door, wall.

5 : **(My** table) is **(four)** feet wide. **(Your** table) is **(five)** feet wide. Which is **wider—your** table or **my** table ?

S : My table, your table : my room, your room ; Bazaar Street, East Street ; Station Road, School Road.

6 : There are **(six** pencils) in **my** box. There are **(four** pencils) in **your** box. Is the number of pencils in **my** box **greater** or **smaller** than the number of pencils in **your** box ?

S : Six pencils, four pencils : two pens, three pens ; eight pins, ten pins ; twelve needles, fifteen needles ; five balls, seven balls, etc.

7 : Is the number of men in a **(section) greater** or **smaller** than the number of men in a **(platoon)** ?

S : Section, platoon : any two units of an army.

8 : (Are) (days) in **December colder** or **warmer** than days in **August** ?

S : Days : nights, winds, weather, air.

M : **Sharper Than**

KHAN : Have you a sharp **(knife)** ?

DAS [*giving*] : **Here's** a sharp knife.

KHAN [*after putting finger on knife*] : Haven't you a **sharper** knife than this ?

DAS [*giving another*] : **This** knife is sharper than **that.**

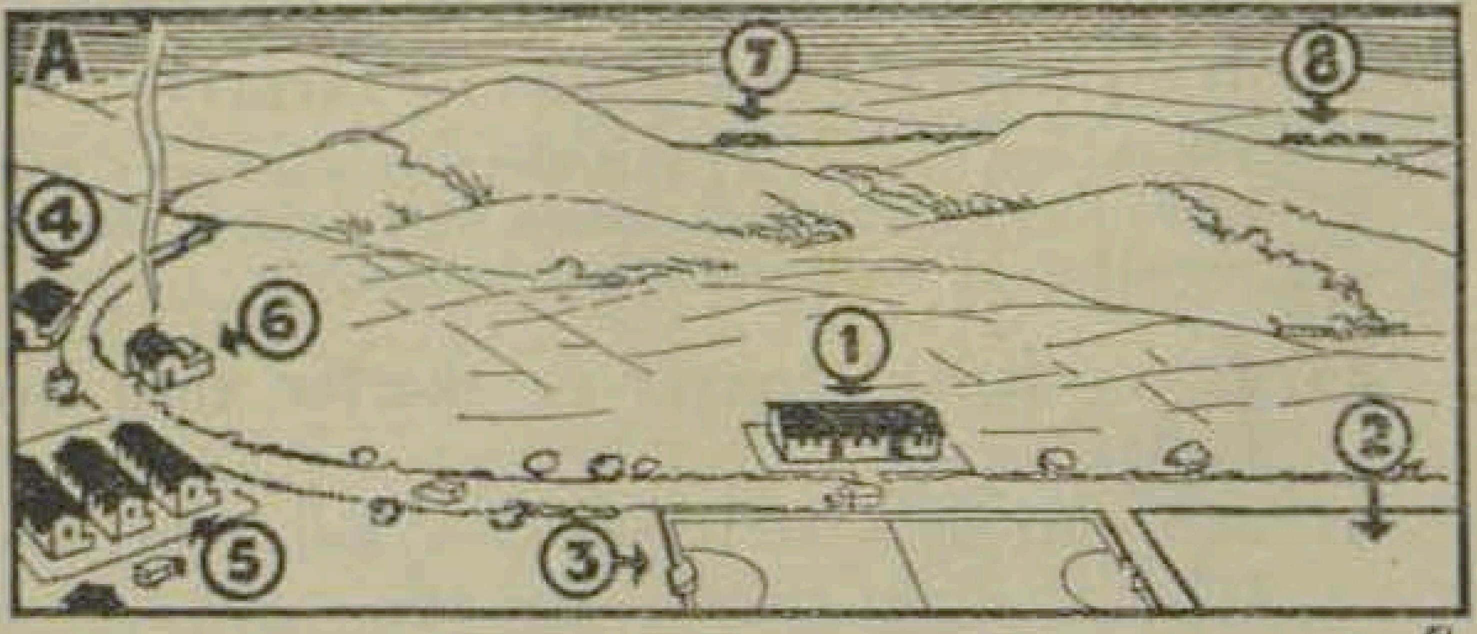
S : Knife : pin, needle, scissors.

W1 : Ask : My (rifle) is (four) feet long. My (stick) is (three and a half feet) long. Which is (longer), my rifle or my stick ?

2 : Learners to make use of the *-er* form : (December) is not as (cold) as (January).

Unit 51

far, near, by



A. Here are a number of places in the **station.** Number **one** is the Commanding Officer's **office.** Number **two** is the **parade-ground.** Number **three** is the **hockey-field.** Number **four** is the **canteen.** Number **five** is the **barrack-rooms.** Number **six** is the **cook-house.** Number **seven** is the **officers' mess.** Number **eight** is the **married quarters.**

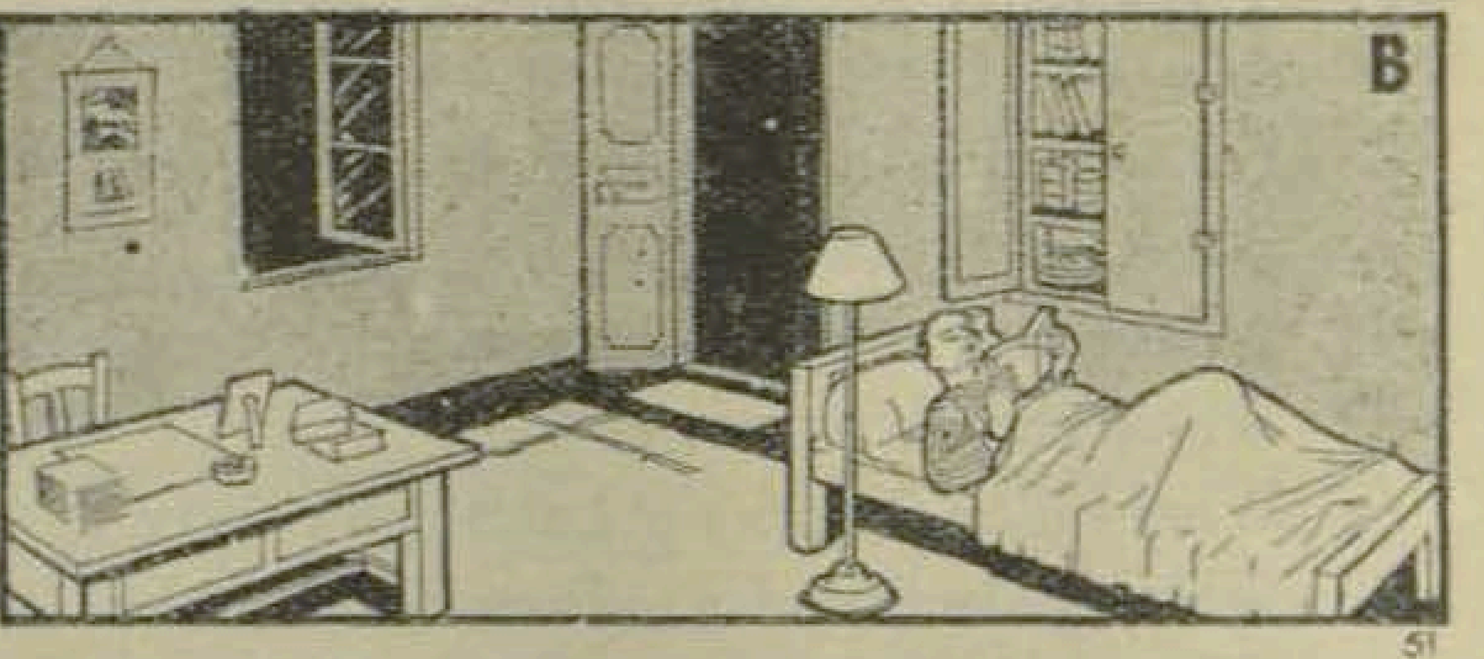
The **cook-house** is only fifty **yards** from the **barrack-rooms.** It is not **far** from the barrack-rooms; it is **near** the barrack-rooms. The **canteen** is only **seventy-five** yards from the barrack-rooms; it is not **far** from the barrack-rooms; it is **near** the barrack-rooms. The **hockey-field** is only a **hundred** yards from the barrack-rooms. It is not **far** from the barrack-rooms; it is **near** the barrack-rooms. The commander's **office** is only a **hundred** and **twenty** yards from the barrack-rooms. It is not **far** from the barrack-rooms; it is **near** the barrack-rooms. The **parade-ground** is only one hundred and **fifty** yards from the barrack-rooms. It is not **far** from the barrack-rooms; it is **near** the barrack-rooms.

The **cook-house,** the **canteen,** the **hockey-field,** the **commander's office** and the **parade-ground** are not **far** from the barrack-rooms; they are all **near** the barrack-rooms.

The **officers'** mess is **two miles** from the barrack-rooms. It is not **near** the barrack-rooms; it is **far** from the barrack-rooms. The **married quarters** are **three** miles from the barrack-rooms. They are not **near** the barrack-rooms; they are very **far** from the barrack-rooms.

In a station the **cook-house,** the **canteen,** the **hockey-field,** the commander's **office** and the **parade-ground** are all **near** the barrack-rooms as a rule, and the **officers' mess** and the **married quarters** are **far** from the barrack-rooms.

In **this** station the **cook-house** is **nearer** the barrack-rooms than the **canteen.** The **canteen** is **farther** from the barrack-rooms than the **cook-house.** The **hockey-field** is **nearer** the barrack-rooms than the **parade-ground.** The **parade-ground** is **farther** from the barrack-rooms than the **hockey-field.** The **officers' mess** is **nearer** the barrack-rooms than the **married quarters.** The **married quarters** are **farther** from the barrack-rooms than the **officers' mess.**



B. This is the inside of an **officer's** room in the **single** quarters. The room has one **window** and one **door.** There is a **table** in the room. The table is near the **window;** the table is **by** the window. In one of the walls there is a **cupboard. By** the cupboard is a **bed.** The officer is reading in **bed.** He is reading by the **side** of an electric **light.** The electric light has a **support.** The **base** of the support is on the **floor.** The officer is **reading** by the side of the electric **light.** Sometimes the lights go out at **nine.** If they **do** the officer will get out a **wax-light.** He will do his reading by **wax-light.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF THE WORD *by* WHICH HAS THE SAME SENSE AS *near* IN THIS CONTEXT.

A1: What are **these**?

2: Which is the **Commanding Officer's** office? (etc. Seven more questions).

10: How far is the **cook-house** from the **barrack-rooms**?

11: Is the cook-house **far** from the barrack-rooms?

12: How far is the **canteen** from the **barrack-rooms**?

13: Is it **far** from the barrack-rooms?

14: How far is the **hockey-field** from the **barrack-rooms**?

15: Is it **far** from the barrack-rooms?

16: How far is the Commanding Officer's **office** from the **barrack-rooms**?

17: Is it **far** from the barrack-rooms or is it **near** the barrack-rooms?

18: How far is the **parade-ground** from the **barrack-rooms**?

19: Is it **far** from the barrack-rooms or is it **near** the barrack-rooms?

20: How far is the **officers' mess** from the **barrack-rooms**?

21: Is it **near** the barrack-rooms?

22: How far are the **married quarters** from the **barrack-rooms**?

23: Are they **near** the barrack-rooms?

24: As a rule which buildings are **near** the barrack-rooms?

25 : As a rule which buildings are **far** from the barrack-rooms ?

26 : Which is nearer the barrack-rooms in **this** station—the **cook-house** or the **canteen** ?

27 : Which is **farther** from the barrack-rooms—the **cook-house** or the **canteen** ?

28 : Which is **nearer** the barrack-rooms—the **hockey-field** or the **parade-ground** ?

29 : Which is **farther** from the barrack-rooms—the **hockey-field** or the **parade-ground** ?

30 : Is the **officers' mess** farther from the barrack-rooms than the **married quarters** ?

31 : Are the **married quarters** nearer the barrack-rooms than the **officers' mess** ?

B1 : What's this the **inside** of ?

2 : What's the number of **doors** and **windows** ?

3 : Is there a **table** in the room ?

4 : What's the table **by** ?

5 : Is there a **bed** in the room ?

6 : What's the bed **by** ?

7 : What's the officer **doing** ?

8 : Is he reading by the side of a **wax**-light ?

9 : Has the electric light a **support** ?

10 : Where **is** the support ?

11 : What's he reading by the **side** of ?

12 : At what time do the lights sometimes go **out** ?

13 : How will the officer do his reading if the lights go out at **nine** ?

P1 : Am I near my **(table)** or am I near the **(blackboard)** ?

S : Table, blackboard : blackboard, window ; window, door ; door, table.

2 : Are you **near** my (table) or are you **far** from my table ?

S : Table : blackboard, window, door, seat.

3 : How far is the **(railway station)** from here ?

S : Railway station : other places in town.

4 : How far is the **(cook-house)** from the **barrack-rooms** ?

S : Cook-house : guard-room, orderly room, commanding officer's office, adjutant's office, quartermaster's office, clerk's office, company office, quartermasters' stores, company stores, school, mandir, gurduwara, mosque, magazine, canteen, tailor's store, shoe-maker's store, pioneer's store, armourer's store, officers' mess, Indian officers' club, sergeants' mess, corporals' mess, recreation room, wash-house, lavatories, married quarters.

5 : Is Khan nearer the **(seat)** than the **(table)** or is he nearer the **table** than the **seat** ?

S : Seat, table : table, blackboard ; blackboard, window ; window, door ; door, seat.

N : Let a learner take up his position at different points.

6 : Which is **farther** from here—the **railway station** or the **bazaar** ?

S : Railway station, bazaar : two other places.

7 : Which is **(nearer)** the barrack-rooms—the **(cook-house)** or the **(guard-room)** ?

S : Nearer : farther.
Cook-house, guard-room : any two barrack buildings.

8 : Put that seat by the **(table)** . . . **Where** is the seat ?

S : Table : blackboard, window, door.

9 : Am I by the **(table)** or am I by the **(blackboard)** ?

S : Table, blackboard : blackboard, window ; window, door ; door, table ; table, seat.

10 : Am I writing by **(oil)** light or am I writing by **(wax)** light ?

S : Oil, wax light : electric, gas.

N : Have oil light etc. on table.

M : Near Enough To the Window

(*Ram and Sita are putting things in their places in their new house*).

RAM : Where are we going to put the **table** ?

SITA : Near the **door.**

RAM : We'll put it nearer the **window** than the **door.**

SITA : **No,** we **won't.**

RAM : **Yes,** we **will.**

SITA : **No,** we **won't.**

RAM : You're **angry.**

SITA : **No, I'm** not. **You** are.

RAM : **Come** on, let's be **friends** again.

SITA : **All** right !

RAM : Let's put the table nearer the **window** than the **door.**

SITA : Why nearer the **window** than the **door** ?

RAM [*pointing*] : Because only **that** part of the room is **bright** enough for **reading.** Why nearer the **door** than the **window** ?

SITA : **Because** if it's near the **window** it will be in the **sun.**

RAM : Let us put the table by the **cupboard** then. **There** it will be **near** enough to the window for **reading** and **far** enough away to be out of the **sun.**

SITA : **All** right !

W1 : Ask : Which is nearer the school, the (station) or the (bazaar) ?

2 : Ask : Which is farther from here, (Poona) or (Delhi) ?

Unit 52

full



A. Karim, Modi and **Mehta** are at the **canteen.** They are **tired** after the day's **work.** Their **throats** are **dry.** They are going to have some cold **drinks.** The 'boy' is putting three **glasses** and three **bottles** on the table. **One** bottle has **lemonade** in it. It is **full** of lemonade. It is for **Karim.** The **second** bottle has **orangeade** in it. It is **full** of orangeade. It is for **Modi.** The **third** bottle has **beer** in it. It is **full** of beer. It is for **Mehta.**

B. Karim is putting some of his lemonade into his **glass;** his glass is almost **full;** when he is not able to put any **more** in it, it will be **quite** full. When it is **quite** full he will put the bottle **down,** take the glass in his **hand** and have a **drink.** Modi is putting some of his **orangeade** into **his** glass; **his** glass is almost **full;** when he is not able to put any **more** in it, it will be **quite** full. When it is **quite** full he will put the bottle **down,** take the glass in his **hand** and have a **drink.** Mehta is putting some of his **beer** into **his** glass; **his** glass is almost **full;** when he is not able to put any **more** in it, it will be **quite** full. When it is **quite** full he will put the bottle **down,** take the glass in his **hand,** and have a **drink.**



C. Karim's glass is now full of **lemonade.** The **bottle** is only **half** full, but the **glass** is full to the **top.** Karim is ready to have his **drink. Modi's** glass is now full of **orangeade.** The **bottle** is only **half** full, but the **glass** is full to the **top.** Modi is ready to have **his** drink. Mehta's glass is now full of **beer.** The **bottle** is only **half** full, but the **glass** is full to the **top.** Mehta is ready to have **his** drink.

D. There is only a **little** lemonade in Karim's glass now. Karim is putting some **more** lemonade from his **bottle** into the **glass.** He is making the glass **full** again. There is only a **little** orangeade in **Modi's** glass. Modi is putting some **more** orangeade from his **bottle** into the **glass.** He is making the glass **full** again. There is only a **little** beer in **Mehta's** glass. He is putting some **more** beer from his **bottle** into his **glass.** He is making the glass **full** again.

The **canteen,** which is a **new** building, has high **doors** and wide **windows.** It is **full** of **light** and **air.** A **great** number of soldiers come here to have a **drink** or a **meal.** All day **long** the canteen is **full** of soldiers having a **drink** or a **meal.**



E. Khan is getting ready to go to another **station.** He has a **'pack'**, a **'haversack'**, **'pouches'** and a **water-bottle.** The pack, the haversack, the pouches and the water-bottle are together his **'equipment'.** His equipment is **complete.** He has a full **'set'** of equipment. He puts on a **full** set of equipment only when he goes from **one** station to **another.** He is now ready to go to **Allahabad** from **Meerut.** That is why he is putting on his **full** set of equipment.

In his pack are a **greatcoat,** a **shirt,** a **'ground-sheet',** a **blanket** and a pair of **socks.** His pack is **full.** He is not able to put anything **more** into it. In his **haversack** are his **food, 'small-kit'** and a box with a **needle** and **thread** in it. His haversack is **full.** He is not able to put anything **more** into it. In the pouches is **'ammunition'.** All the pouches are **full.** He is not able to put any **more** ammunition into any of the pouches. In his water-bottle there is **water.** The water-bottle is **full.** He is not able to put any **more** water into it.

Khan is **almost** ready now. When the **lorry** comes he will take his seat in the lorry with the **other** sepoys in his platoon, and together they will all go to **Allahabad.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *full*.

A1 : Where are **Karim, Modi** and **Mehta** ?
2 : Are they **tired** ?
3 : What are they going to **have** ?
4 : What's the '**boy**' doing ?
5 : What has **one** bottle in it ?
6 : What's it **full** of ?
7 : Who is it **for** ?
8 : What has the **second** bottle in it ?
9 : What's it **full** of ?
10 : Who is it **for** ?
11 : What has the **third** bottle in it ?
12 : What's it **full** of ?
13 : Who is it **for** ?

B1 : What's **Karim** doing ?
2 : Is his glass **quite** full ?
3 : When will it be **quite** full ?
4 : What will Karim **do** when the glass is **quite** full ?
5 : Where's Modi putting some of his **orangeade** ?
6 : Is his glass **quite** full ?
7 : When will it be **quite** full ?
8 : What will Modi **do** when it is **quite** full ?
9 : Where's Mehta putting some of his **beer** ?
10 : Is his glass **quite** full ?
11 : When will it be **quite** full ?
12 : What will Mehta **do** when it is **quite** full ?

C1 : What's Karim's glass full of **now** ?
2 : Is the **bottle** full ?
3 : How full is the **glass** ?
4 : Is Karim ready to have his **drink** ?
5 : What's **Modi's** glass full of ?
6 : Is the **bottle** full ?
7 : How full is the **glass** ?
8 : Is Modi ready to have **his** drink ?
9 : What's **Mehta's** glass full of ?
10 : Is the **bottle** full ?
11 : How full is the **glass** ?
12 : Is Mehta ready to have **his** drink ?

D1 : Is there **much** lemonade in Karim's glass **now** ?
2 : Where's Karim putting some of the lemonade from his **bottle** ?
3 : What is he **doing** ?
4 : How much **orangeade** is there in **Modi's** glass ?
5 : Where's Modi putting some of the orangeade from his **bottle** ?
6 : What is he **doing** ?
7 : How much **beer** is there in **Mehta's** glass ?
8 : Where's Mehta putting some of the beer from his **bottle** ?
9 : What is he **doing** ?
10 : Is the canteen an **old** building ?
11 : What sort of **doors** and **windows** has it ?
12 : What's it **full** of ?
13 : Why do a great number of soldiers **come** here ?
14 : What's the canteen **full** of all day long ?

E1 : Where is Khan getting ready to **go** ?
2 : What **has** he ?
3 : What are the **pack,** the **haversack,** the **pouches** and the **water-bottle** together ?
4 : Is his equipment **complete** ?
5 : What has he **on** ?
6 : When does he put on a **full** set of equipment ?
7 : What is Khan **doing** ?
8 : Why is he putting on his **full** set of equipment ?
9 : What is in his **pack** ?
10 : Is he able to put anything **more** into it ?
11 : **Why** is he not able to put anything more into it ?
12 : What is in his **haversack** ?
13 : Is he able to put anything **more** into it ?
14 : **Why** is he not able to put anything more into it ?
15 : What's in the **pouches** ?
16 : Is he able to put any **more** ammunition into any of the pouches ?
17 : **Why** is he not able to put any more ammunition into any of the pouches ?
18 : What's in his **water-bottle** ?
19 : Is his water-bottle **full** ?
20 : Is he able to put any **more** water into it ?
21 : **Why** is he not able to put any more water into it ?
22 : Is Khan **ready** now ?
23 : What will he do when the **lorry** comes ?
24 : Where will they all **go** ?

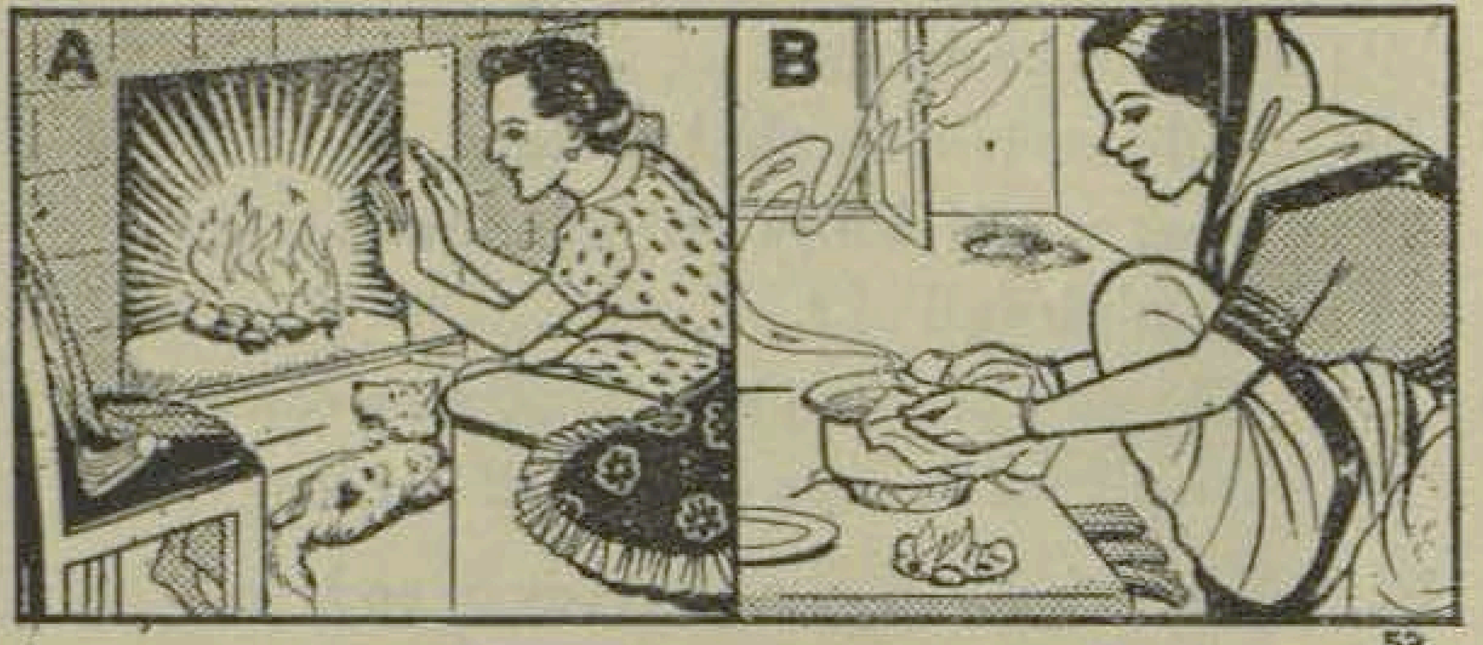
P1 : There's some (**water**) in this (**glass**) . . . Is the glass **full** ?
S : Water, glass : tea, cup ; milk, glass ; coffee, cup ; soup, basin.
N : Make a mark on the glass etc. as a guide to the amount of water etc. there is in it.

2 : What's this (**cup**) full of ?
S : Cup : glass, bottle, pot, basin, box, bag.
N : Give the key-word of the answer.

3 : Put some (**coffee**) into this (**pot**). Make the pot **full** . . . What are you going to do ?
S : Coffee, pot : water, glass ; tea, cup ; soup, plate.

Unit 53

heat, boiling, oven, kettle, steam



53

A. Mrs. English is by the **fire-place** in her **room.** She is warming her **hands** over the **fire.** The fire is giving out **heat** and the **heat** from the **fire** is making Mrs. English's hands **warm.** There is a **dog** by Mrs. English's side. The dog is warming its **body** by the fire. The **heat** from the **fire** is keeping the dog **warm.**

There is **another** seat near the fire. On **this** seat are a pair of **socks** and a pair of **stockings.** The socks and the stockings were quite **wet** fifteen minutes back; they are now getting **dry. Heat** from the **fire** is making them **dry.**

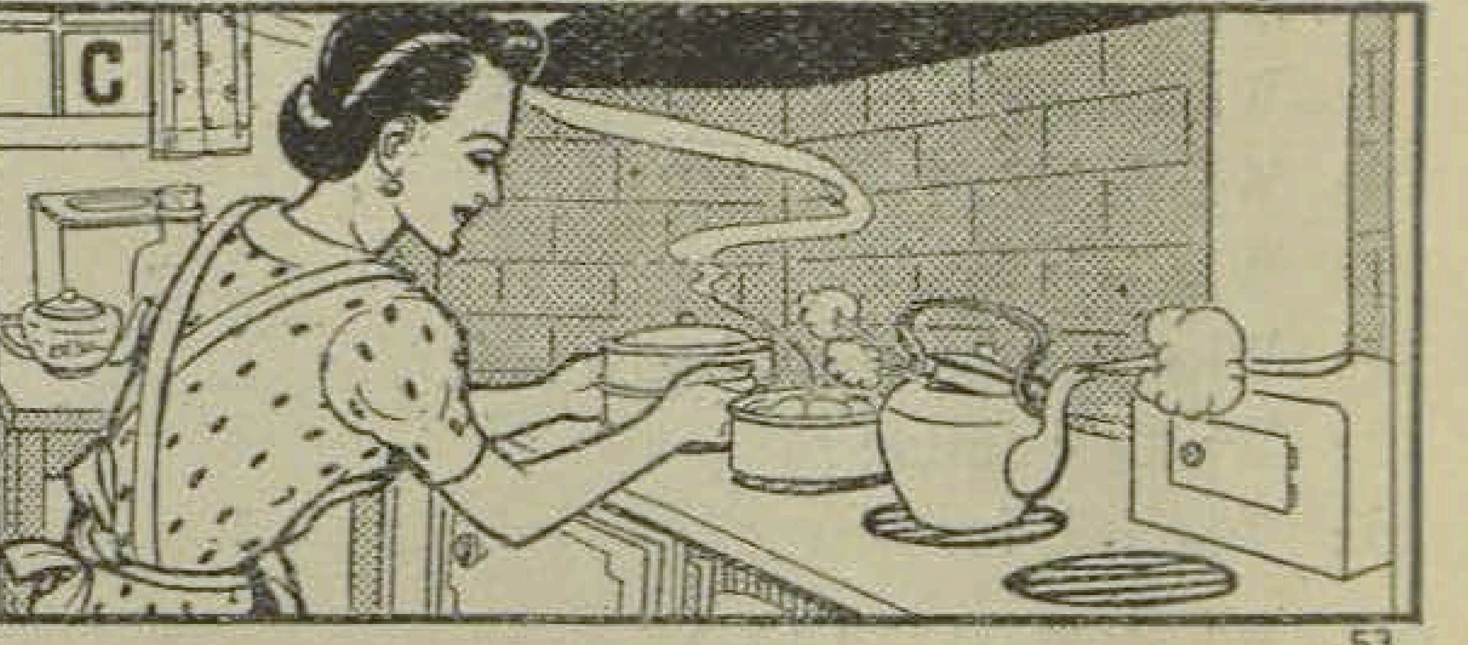
It is **winter**-time. **Outside** it is very **cold.** But **inside** the room it is not as cold as it is **outside.** It is **warmer** in the **room** because of the **heat** from the **fire. Outside** the temperature is very **low.** But **inside** it is not as low as it is **outside.** The temperature is higher **inside** than **outside** because of the **heat** from the **fire.** In the **day-time** the sun gives us **heat** and **light. Days** are warmer than **nights** because of the **heat** from the **sun.**

B. Gouri is taking a pot of **milk** off the fire. The milk is **warm.** It is **very** warm. It is **boiling.** She is not able to put her **hands** on the pot of boiling milk. That is why she is taking the pot off the fire with a bit of **cloth.**

Gouri will now put the boiling milk in a **smaller** vessel and put the vessel in a **'hay-box'.** The hay-box will keep the milk warm all **night.** When Gouri takes the pot out of the hay-box to-morrow **morning** the milk will be as **warm** as it is **now.**

A **hay-box** is a **hole** in the **floor** for keeping milk or water **warm.** This is how they make a hay-box in the **Punjab.** They first make a hole in the **floor.** Then they put **'boosa'** down the sides of the hole. The hole with the **boosa** in it is the hay-box. After boiling milk or water in a **pot** they put the pot in the **hay-box.** Then they put a **cover** on the pot and put some **more** boosa over the **top** of it. In the **morning** the boiling milk or the boiling water is as **warm** as it was the night **before.**

Gouri makes her fire with **wood** or with **charcoal** these days. She never makes a fire with **'dung-cakes'** any more. A **wood-fire** gives off more **heat** than a **dung-cake** fire. But a **charcoal** fire gives off **more** heat than a **wood-fire.** A **charcoal** fire gives off the **most** heat. A **wood-fire** gives off less **smoke** than a **dung-cake** fire. But a **charcoal** fire gives off **less** smoke than a **wood-fire.** A **charcoal** fire gives off the **least** smoke. A **charcoal** fire gives off the **most heat** and the **least smoke. That** is why Gouri does her cooking and boiling over a **wood** or **charcoal** fire.



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C. Mrs. English is cooking a **meal** on the **oven.** On the right side of the oven is a **kettle.** The kettle has an **outlet** through its side. The outlet is for letting out the **steam** from the boiling water in the **kettle.** In the picture we see steam coming **out** of the kettle. It is the boiling **water** in the kettle which is giving off the steam. **Some** of the steam is coming through the **outlet** in the kettle and **some** of the steam is coming through an **opening** between the kettle and its cover.

The small pot on the left of the kettle has some water in it, but **this** water is not for **tea.** In the water are some **eggs.** Mrs. English is boiling some **eggs** in the pot. To the left of the pot with **eggs** in it is a **steaming-pot. This** pot has **two** parts, an **upper** part and a **lower** part. In the **lower** part of the pot is some **water.** The water is **boiling.** Steam from the boiling water is going up into the **upper** part of the pot, in which there are some **potatoes** with the **skins** on them. Mrs. English is cooking the potatoes in the **steam.** She is **steaming** the potatoes in a **steaming-pot.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *heat.*

A1 : Where is Mrs. **English**?
2 : What's she **doing**?
3 : What's the fire giving **out**?
4 : What's making Mrs. English's hands **warm**?
5 : What's by Mrs. English's **side**?
6 : Where is the dog warming its **body**?
7 : What's keeping the dog **warm**?
8 : Where is the **other** seat?
9 : What's **on** the seat?
10 : Were the socks and stockings **wet** or **dry** fifteen minutes back?
11 : Are they getting dry **now**?

12 : What's **making** them dry ?

13 : What part of the **year** is it ?

14 : How is the **weather** ?

15 : Is it as cold **inside** as it is **outside** ?

16 : Why is it warmer in the **room** ?

17 : Is the temperature **high** or **low** outside ?

18 : Is it as low **inside** as it is **outside** ?

19 : Why is the temperature higher **inside** than it is **outside** ?

20 : What gives us **heat** and **light** in the day ?

21 : Why are **days** warmer than **nights** ?

B1 : What's Gouri taking off the **fire** ?

2 : Is the milk **warm** ?

3 : How warm **is** the milk ?

4 : Is she able to put her **hands** on the pot of boiling milk ?

5 : Why is she taking the pot off the fire with a bit of **cloth** ?

6 : Where will Gouri **put** the boiling milk ?

7 : Where will she put the **smaller** vessel ?

8 : What will keep the milk **warm** for the night ?

9 : Will the milk be as warm **tomorrow morning** as it is **now** ?

10 : What's a **hay-box** ?

11 : What's it **for** ?

12 : Where do they make the **hole** ?

13 : What do they put down the **sides** of the hole ?

14 : Where do they put the **pot** after boiling the **milk** in it ?

15 : What do they put **on** the pot ?

16 : What do they put over the **top** of the pot ?

17 : Will the milk be as warm **tomorrow** as it is **now** ?

18 : What does Gouri make a fire **with** these days ?

19 : Does she ever make a fire with **dung-cakes** now ?

20 : Which gives off more **heat**—a **wood-fire** or a **dung-cake** fire ?

21 : Which gives off more **heat**—a **wood-fire** or a **charcoal** fire ?

22 : Which gives off **most** heat ?

23 : Which gives off less **smoke**—a **wood-fire** or a **dung-cake** fire ?

24 : Which gives off less **smoke**—a **wood-fire** or a **charcoal** fire ?

25 : Which gives off **least** smoke ?

26 : Why does Gouri do her cooking and boiling over a **wood** or **charcoal** fire ?

C1 : What's Mrs. **English** doing ?

2 : **Where** is she cooking the meal ?

3 : Where is the **kettle** ?

4 : Where is the **outlet** ?

5 : What's the outlet **for** ?

6 : What's coming out of the **kettle** ?

7 : What's giving off the **steam** ?

8 : Through what is the steam coming **out** ?

9 : What's in the pot on the **left** side of the kettle ?

10 : What's Mrs. English boiling in **this** pot ?

11 : Where **is** the steaming-pot ?

12 : What's in the **lower** part of the steaming-pot ?

13 : How **warm** is the water ?

14 : What's going **up** from the boiling water ?

15 : What's in the **upper** part of the pot ?

16 : What's Mrs. English cooking the potatoes **in** ?

17 : What is she steaming the **potatoes** in ?

P1 : What does a **(coal-fire)** give off ?

S : Coal-fire ; wood-fire ; the sun.

2 : Which gives off most **heat**—a **(wax light)**, an **(electric light)** or (the **sun**) ?

S : Wax light, electric light, the sun : wood-fire, coal-fire, dung-cake fire, etc.

3 : Which gives off less **smoke**—a **(dung-cake fire)** or a **(wood-fire)** ?

S : Dung-cake fire, wood-fire : wood-fire, charcoal fire ; charcoal fire, dung-cake fire.

4 : What does boiling **(water)** give off ?

S : Water : milk, tea, coffee.

5 : Is the heat of boiling (water) very **great** ?

S : Water : milk, coffee, soup.

6 : Is (steam) a sort of **water** ?

S : Steam : smoke.

7 : Is this a **kettle** ?

N : Point to box, pot, basin, etc. All answers but the last are negative.

8 : Do we make **(soup)** in a **kettle** ?

S : Soup : coffee, tea, cocoa.

M : Before Boiling It

DOCTOR : Ill **again** ? It's the bad **water** which makes you ill.

DAS [*in bed*] : Bad **water** ?

DOCTOR : **Yes.** You take water before **boiling** it. It is not **good** for you.

DAS : You're **right.** I won't have water before boiling it **again.**

Unit 54

crush, powder, paste, sticky, stamp, by



54

A. Iyer and **Menon** are doing some work in the cook-house of a **canteen.** They are getting ready to make some **rice-cakes** and some **chapatis.** They make chapatis and rice-cakes **every** day at the **canteen. North** Indians have **chapatis** as a rule. **South** Indians have **rice-cakes** as a rule. It is for the **North** Indians that Menon is making **chapatis** and it is for the **South** Indians, of whom there are now a great **number** in the Army, that Iyer is making the **rice-cakes.**

Iyer (on the left) has a basin in front of him and **Menon** has a basin in front of him. In **Iyer's** basin there is **rice.** In the **other** basin there is **wheat. Iyer** will make the **rice-cakes** and **Menon** will make the **chapatis.**

Iyer will first give the rice a **crush** and make it into a sort of **powder.** He will make the rice into **powder** by giving the rice a **crush.** In the same way Menon will give the **wheat** a crush and make it into a sort of **powder.** Menon will make the wheat into **powder** by giving the wheat a **crush.**

B. Iyer is crushing the **rice ;** some of the powder is in a vessel on the **floor.** He is making the rice into powder by **crushing** it. Menon is crushing the **wheat ;** some of the powder is in a vessel on the **floor.** Menon is making the wheat into powder by **crushing** it.

C. Iyer and Menon are still at their **work.** The rice and the wheat are now **powder.** Iyer and Menon are putting some **water** on the powder. The **powder** and the **water** will **together** make a **paste.** Iyer and Menon will make the **powder** into **paste** by putting some **water** into the powder.



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D. The paste which is in the **basins** is now **ready. Iyer's** right hand is in the rice-**paste.** His fingers are **sticky.** They are sticky with **paste.** It is the **paste** which is making his fingers **sticky. Menon's** right hand is in the **paste.** His fingers are **sticky.** They are sticky with **paste.** It is the **paste** which is making his fingers **sticky.**

When the paste is **quite** ready Menon will put it on an **oven.**

E. Menon is making **chapatis.** The paste is on the **oven.** The oven is very **warm.** The great **heat** of the oven will make the paste into **chapatis.** The **chapatis** will be ready in an **hour.** When they are ready Menon will take them off the **oven** and take them to the canteen.



54

F. Lieutenant and Mrs. **James** are at a table in their **quarters.** On the table are two **letters** and some **paste** in a little **pot.** Lt. James has in his hand an anna **stamp,** which he is pasting on the **cover** of one of the two letters on the table. Stamps have a **dry** paste on their backs. We make stamps **sticky** by putting some **water** on the paste. That is what **Mrs.** James is doing. She has a **two-anna** stamp in her hand, and she is putting a little **water** on the back of the stamp to make it **sticky.** After pasting the **stamps** on the covers of the **letters** they will give the letters to an **'orderly'** who will put the letters in a letter-box.

G. Mrs. James is getting ready to go to the Proclamation Day Parade with **Lt.** James. There is still much **time** before the Parade, but Mrs. James takes a **long** time to get ready. She is putting some **powder** on her face. It is not **rice**-powder. It is **face**-powder. There is a box **full** of face-powder on her table. Mrs. James puts **powder** on her face whenever she goes **out.**

In India only **some** of the young women in the **towns** put powder on their faces. In the **villages** they **never** put powder on their faces. But in **England** almost **all** women, **old** and **young,** in the **towns** and in the **villages,** put powder on their faces.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *crush, powder, paste, sticky.*

A1 : Where are Iyer and Menon **working ?**

2 : What are they getting ready to **make ?**

3 : Do they make chapatis at the canteen **every** day ?

4 : Do they make **rice-**cakes ?

5 : What do **North** Indians have as a rule ?

6 : What do **South** Indians have as a rule ?

7 : For whom is Iyer making **rice-cakes** ?

8 : For whom is Menon making **chapatis** ?

9 : Where are the two **basins** ?

10 : What's in **Iyer's** basin ?

11 : What's in the **other** basin ?

12 : Who will make the **rice-cakes** ?

13 : Who will make the **chapatis** ?

14 : What will Iyer do to the rice **first** ?

15 : Why will he give it a **crush** ?

16 : How will Iyer make the rice into **powder** ?

17 : What will Menon do to the **wheat** ?

18 : Why will he give it a **crush** ?

19 : How will Menon make the wheat into **powder** ?

B1 : What's Iyer doing to the **rice** ?

2 : Where's some of the **powder** ?

3 : How is Iyer making the rice into **powder** ?

4 : What's Menon **crushing** ?

5 : Where is some of the **powder** ?

6 : How is Menon making the wheat into **powder** ?

C1 : Are Iyer and Menon **still** at their work ?

2 : What are the **rice** and the **wheat** now ?

3 : What are Iyer and Menon putting into the powder **now** ?

4 : What will the powder and the water **together** make ?

5 : How are Iyer and Menon making the powder into **paste** ?

D1 : Is the paste **ready** now ?

2 : Where's **Iyer's** right hand ?

3 : Are his fingers **sticky** ?

4 : What are his fingers sticky **with** ?

5 : What's making his fingers **sticky** ?

6 : Where is **Menon's** right hand ?

7 : Are **his** fingers sticky ?

8 : What are his fingers sticky **with** ?

9 : What's making his fingers **sticky** ?

10 : Where will Menon put the paste when it is **ready** ?

E1 : What is Menon **doing** ?

2 : Is the oven **warm** or **cold** ?

3 : What will make the paste into **chapatis** ?

4 : When will the chapatis be **ready** ?

5 : What will Menon **do** when the chapatis are ready ?

F1 : Where are Lt. and Mrs. **James** ?

2 : Where are the **letters** ?

3 : What's in the **pot** ?

4 : What has Lt. James in his **hand** ?

5 : Where is he pasting the **stamp** ?

6 : What have stamps on their **backs** ?

7 : How do we make stamps **sticky** ?

8 : What's **Mrs.** James doing ?

9 : What has **she** in her hand ?

10 : How is she making it **sticky** ?

11 : To **whom** will Lt. and Mrs. James give the letters after pasting the stamps on them ?

G1 : Where is Mrs. James getting ready to **go** ?

2 : With **whom** is she going ?

3 : Is there much **time** before the parade ?

4 : How long does Mrs. James take to get **ready** ?

5 : What's Mrs. James putting on her **face** ?

6 : What name do we give **this** sort of powder ?

7 : Where is the box which is **full** of face-powder ?

8 : Does Mrs. James put powder on her face **every** time she goes out ?

9 : Which women in **India** put powder on their faces ?

10 : Do **village** women ever put powder on their faces ?

11 : Do **old** women put powder on their faces in England ?

P1 : Give this (bit of chalk) a **crush** . . . What are you doing ?

S : Bit of chalk : bit of stone, bit of coal, sugar, nut, orange, rice, wheat.

2 : What am I **crushing** ?

N : Crush hat, coat, shirt, collar, sock, stocking.

3 : How do you make a (bit of chalk) into **powder** ?

S : Bit of chalk : bit of stone, bit of coal, sugar, nut, rice, wheat.

4 : Is **(sugar)** a powder ?

S : Sugar : salt.

5 : Where am I putting the **paste** ?

N : Put paste on back of stamp, bit of paper, bit of cardboard, stick, cover of book.

6 : Where am I pasting this bit of **paper** ?

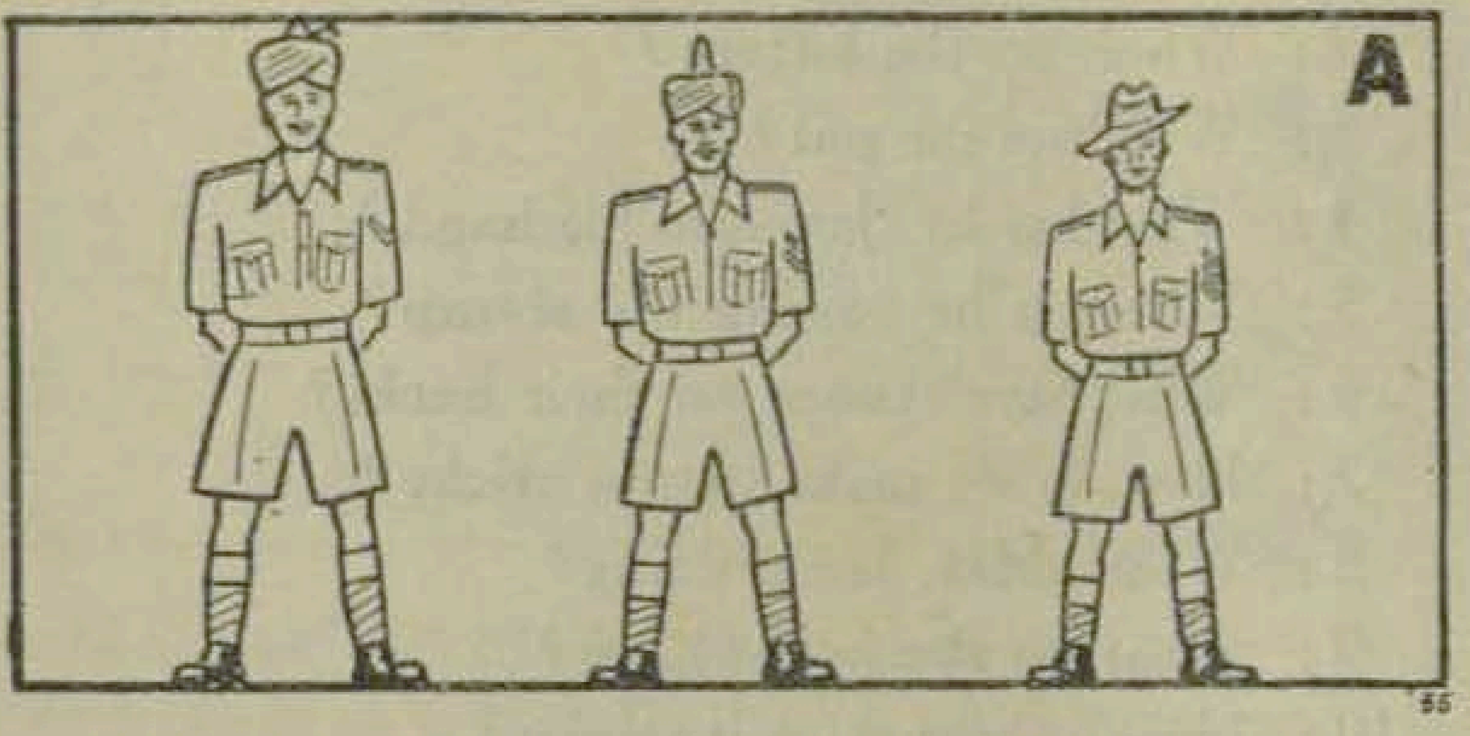
N : Paste on wall, blackboard, door, window, table, seat.

7 : What's the price of **this** stamp ?

N : Point to one anna, two annas, etc. stamps.

Unit 55

tallest, highest etc.



A. From **left** to **right** are Zarif **Khan,** Pitam **Singh** and **Thappa. Zarif** is **six** feet tall, Pitam **Singh** is **five** feet **ten inches** tall, and **Thappa** is only five feet **five** inches tall.

Pitam **Singh** is **taller** than **Thappa.** Zarif **Khan** is **taller** than Pitam **Singh.** Of the **three** Zarif **Khan** is the **tallest.**

Pitam **Singh** is **shorter** than Zarif **Khan. Thappa** is **shorter** than Pitam **Singh.** Of the **three Thappa** is the **shortest.**

Of the **three** Zarif **Khan** is the **tallest** and **Thappa** is the **shortest.**

Zarif **Khan** is the **tallest** of the three, but he is not the **oldest. Thappa** is the **shortest** of the three, but he is not the **youngest.** Zarif Khan is twenty-**one** years old, Pitam Singh is twenty-**two** years old, and Thappa is twenty-**three** years old. Pitam **Singh** is **older** than Zarif **Khan,** but **Thappa** is **older** than Pitam **Singh.** Of the **three** he is the **oldest.** Pitam **Singh** is **younger** than **Thappa.** But Zarif **Khan** is **younger** than Pitam **Singh.** Of the **three** Zarif **Khan** is the **youngest.**

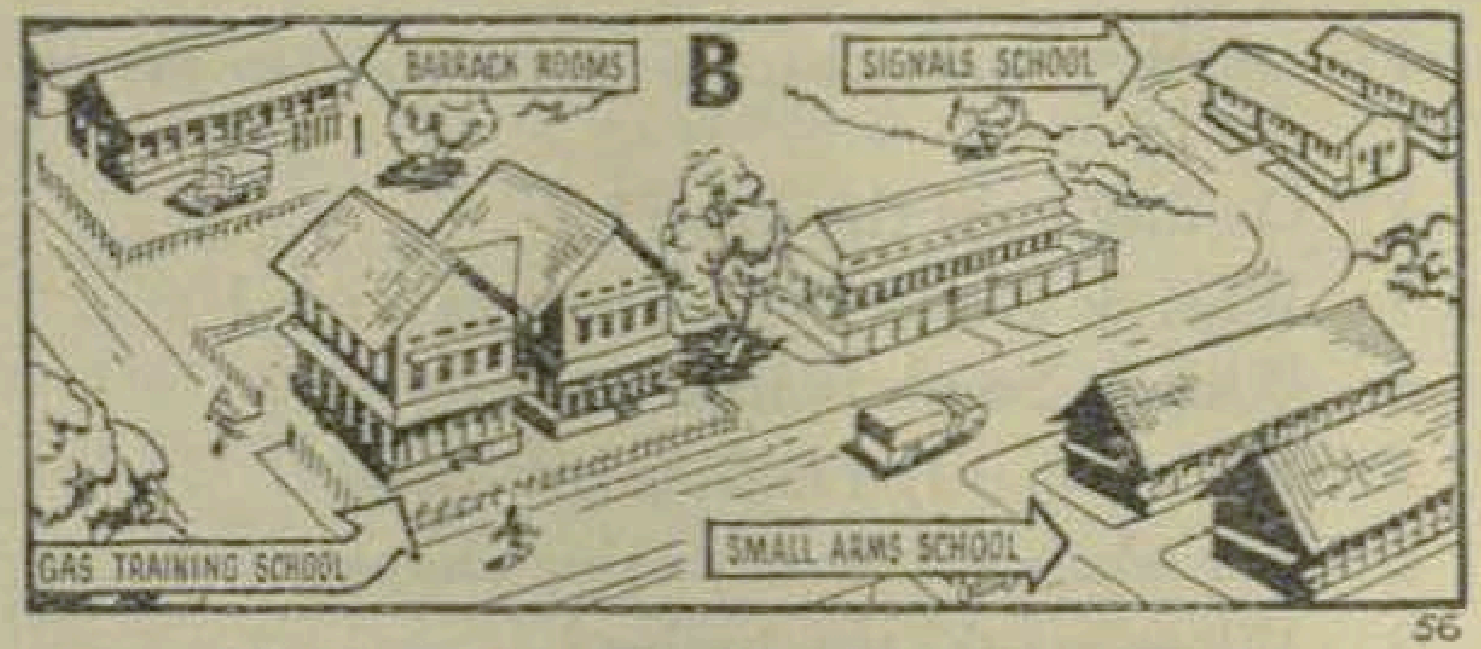
Of the three **Thappa** is the **oldest** and Zarif **Khan** is the **youngest.**

Zarif **Khan** is a **lance-naik,** Pitam **Singh** is a **naik,** and **Thappa** is a **havildar.** Pitam **Singh's** rank is **higher** than Zarif Khan's **rank. Thappa's** rank is **higher** than Pitam **Singh's** rank. Of the three **Thappa** has the **highest** rank. Pitam **Singh's** rank is **lower** than **Thappa's** rank. Zarif **Khan's** rank is **lower** than Pitam **Singh's** rank. Of the three Zarif **Khan** has the **lowest** rank.

A **field-marshal's** rank is the **highest** in the Army ; a **sepoy's** rank is the **lowest.**

Zarif **Khan,** Pitam **Singh** and **Thappa** are all in the **same** army—the **Indian** Army. But they are not all in the same **regiment ;** they are in **different** regiments. Zarif **Khan** is in a **Pathan** regiment, Pitam **Singh** is in a **Punjabi** regiment, and **Thappa** is in a **Gurkha** regiment.

The **greatest** unit in an army is a **regiment ;** the **smallest** unit is a **section.**



B. Zarif **Khan,** Pitam **Singh** and **Thappa** are at a **Training Centre,** but they do not go to the **same** schools. They go to three **different** schools. Zarif **Khan** goes to the **Gas Training School ;** Pitam **Singh** goes to the **Small Arms School** and **Thappa** goes to the **Signals School.** The three schools are in three different **buildings.** The Gas Training School is **half** a furlong from the barrack-rooms ; the Small Arms School is **one** furlong from the barrack-rooms ; and the Signals School is **one** and a **half** furlongs from the barrack-rooms.

The **Small Arms School** is **nearer** the barrack-rooms than the **Signals School.** The **Gas Training School** is **nearer** the barracks than the **Small Arms School.** Of the **three** the **Gas Training School** is the one which is the **nearest** the barracks.

The **Small Arms School** is **farther** from the barracks than the **Gas Training School.** The **Signals School** is **farther** from the barracks than the **Small Arms School.** Of the **three** the **Signals School** is the one which is the **farthest** from the barracks.

C : When we make a comparison beween two things we add—*er* to the adjective—*taller* followed by *than.* When we make a comparison between more than two things we add—*est* to the adjective —*tallest.*

A1 : Who are these **men,** from **left** to **right ?**

2 : How tall is Zarif **Khan ?**

3 : How tall is Pitam **Singh ?**

4 : How tall is **Thappa ?**

5 : Who is **taller,** Pitam **Singh** or **Thappa ?**

6 : Who is **taller,** Zarif **Khan** or Pitam **Singh ?**

7 : Of the **three** who is the **tallest ?**

8 : Who is **shorter,** Pitam **Singh** or Zarif **Khan ?**

9 : Who is **shorter, Thappa** or Pitam **Singh ?**

10 : Of the **three** who is the **shortest ?**

11 : Of the **three** who is the **tallest** and who is the **shortest ?**

12 : Is Zarif Khan the **oldest** of the three ?

13 : Is Thappa the **youngest** of the three ?

14 : How old is Zarif **Khan ?**

15 : How old is Pitam **Singh ?**

16 : How old is **Thappa** ?

17 : Who is **older**, Pitam **Singh** or Zarif **Khan** ?

18 : Who is **older, Thappa** or Pitam **Singh** ?

19 : Of the **three** who is the **oldest** ?

20 : Who is **younger,** Pitam **Singh** or **Thappa** ?

21 : Who is **younger,** Zarif **Khan** or Pitam **Singh** ?

22 : Of the **three** who is the **oldest** ?

23 : Of the **three** who is the **youngest** ?

24 : What's Zarif **Khan's** rank ?

25 : What's Pitam **Singh's** rank ?

26 : What's **Thappa's** rank ?

27 : Whose rank is **higher,** Pitam **Singh's** or Zarif **Khan's** ?

28 : Whose rank is **higher, Thappa's** or Pitam **Singh's** ?

29 : Of the three who has the **highest** rank ?

30 : Whose rank is **lower,** Pitam **Singh's** or **Thappa's** ?

31 : Whose rank is **lower,** Zarif **Khan's** or Pitam **Singh's** ?

32 : Of the three who has the **lowest** rank ?

33 : Whose rank is the **highest** and whose is the **lowest** ?

34 : What is the **highest** rank in the Army ?

35 : What is the **lowest** rank in the Army ?

36 : Are Zarif Khan, Pitam Singh and Thappa in the **same** regiment ?

37 : What sort of regiment is Zarif **Khan** in ?

38 : What sort of regiment is Pitam **Singh** in ?

39 : What sort of regiment is **Thappa** in ?

40 : What's the **greatest** unit in the Army ?

41 : What's the **smallest** unit in the Army ?

B1 : Where are Zarif **Khan,** Pitam **Singh** and **Thappa** ?

2 : Do they all go to the **same** school ?

3 : What schools do they **go** to ?

4 : Are the schools in the same **building** ?

5 : How far is the **Gas Training School** from the barrack-rooms ?

6 : How far is the **Small Arms School** from the barrack-rooms ?

7 : How far is the **Signals School** from the barrack-rooms ?

8 : Which is **nearer** the barrack-rooms, the **Signals School** or the **Small Arms School** ?

9 : Which is **nearer** the barrack-rooms, the **Small Arms School** or the **Gas Training School** ?

10 : Which is **nearest** the barrack-rooms ?

11 : Which is **farther** from the barrack-rooms, the **Small Arms School** or the **Gas Training School** ?

12 : Which is **farther** from the barrack-rooms, the **Small Arms School** or the **Signals School** ?

13 : Which is the **farthest** from the barrack-rooms ?

P1 : (Finger, hand, arm)—Of the three which is the **longest** ?

S : Finger, hand, arm : toe, foot, leg ; finger, toe, foot ; toe, foot, arm : finger, neck, leg.

2 : (Finger, hand, arm)—Of the three which is the **shortest** ?

S : Finger, hand, arm ; toe, foot, leg ; tongue, arm, leg ; hair, arm, leg ; neck, foot, arm ; thumb, toe, foot.

3 : (Father, mother, son)—Of the three who is the **oldest** as a rule ?

S : Father, mother, son : father, mother, daughter ; father, mother, baby.

4 : (Father, mother, son)—Of the three who is the **youngest** ?

S : Father, mother, son : father, mother, daughter ; father, mother, baby.

5 : (November, December, January, February) —Of these four months which is the **coldest** as a rule ?

S : November, etc. : any other four months.

6 : (November, December, January, February) —Of these four months which is the **least** cold as a rule ?

S : November, etc. : any other four months.

7 : (March, April, May, June)—Of these four months which is the **warmest** as a rule ?

S : March, etc. : any other four months.

8 : (March, April, May, June)—Of these four months which is the **least** warm as a rule ?

S : March, etc. : any other four months.

9 : The top of the **(table),** the top of the **(window),** the top of the **(door)**—Of these three which is the **highest** ?

S : Table, window, door : table, blackboard, window ; blackboard, window, door.

10 : The top of the **(table),** the top of the **(window),** the top of the **(door)**—Of these three which is the **lowest** ?

S : Table, window, door : blackboard, window, door : window, door, wall.

11 : (The **railway station,** the **post-office,** the **bazaar** and the **school**)—Of the **four** which is the **nearest** to us ? Which is the **farthest** from here ?

S : The railway station, etc. : names of any four places in town.

12 : (A **section,** a **platoon,** a **company,** a **regiment,** a **division**)—Of the five which has the **greatest** number of men in it ? Which has the **smallest** number of men in it ?

S : Section, etc. : any other four groups.

M1 : Sharpest Needle

A : I have three (**needles**) in my hand. Which is the **sharpest** of the three needles ?

B [*after putting points of needle against face*] : **This** is the **sharpest** of the three needles.

S : Needles : pins, knives.

2 : Sweetest Apple

A : I have four (**apples**). Which is the **sweetest** of the four ? Have a **bite.**

B [*after biting*] : **This** is the **sweetest** of the four apples.

S : Apples : oranges, mangoes, any other fruit.

3 : Most Bitter, Bitterest

DAS [*ill in bed*] : What's that **medicine,** doctor ?

DOCTOR : **Quinine.**

DAS : It's the most **bitter** of **all** medicines.

DOCTOR : **Yes,** it's the **bitterest** of **all** medicines. But of **all** medicines it'll make you well in the **shortest** time.

4 : Short, Shorter, Shortest

A : Give me that **pencil,** please.

B : It's a very **short** pencil.

A : Have you **another** in your pocket ?

B [*taking another pencil out of pocket*] : **This** is **shorter** than the **first.**

A : Have you still **another** ?

B [*taking still another pencil out of pocket*] : **Yes,** but this is the **shortest** of the **three.**

A : Give me the **first** pencil if it's the **longest** of the three.

B [*giving*] : **Here** you are !

5 : Greatest, Highest

PREM : What are you **doing,** father ?

RAM : I'm reading a **book.**

PREM : There are a **great** number of towns on earth, **aren't** there ?

RAM : **Yes.**

PREM : Which is the **greatest** ?

RAM : **London** is the greatest of all the towns on the earth.

PREM : Is London as great as **Bombay** ?

RAM : It's **greater** than Bombay ; it's the **greatest** town on the **earth.**

PREM : Which is the **highest building** on the earth, father ?

RAM : The **Palace** of the **Soviets.**

PREM : Where **is** it ?

RAM : It's in **Moscow,** in **Russia.**

PREM : Which is the **coldest** place on the earth and which is the **warmest** ?

RAM : **Now now,** that's enough for **today.**

PREM : But which **are** the coldest and the warmest places on the earth, **father** ?

RAM [*giving book*] : Here's a **book ;** it'll give you **all** that . . . . Now go **away.**

S : A. *Put the right word from this list in the spaces :*

full, steam, boiling, heat, kettle, pot, oven, crush, powder, paste, sticky, stamp, bucket, horse.

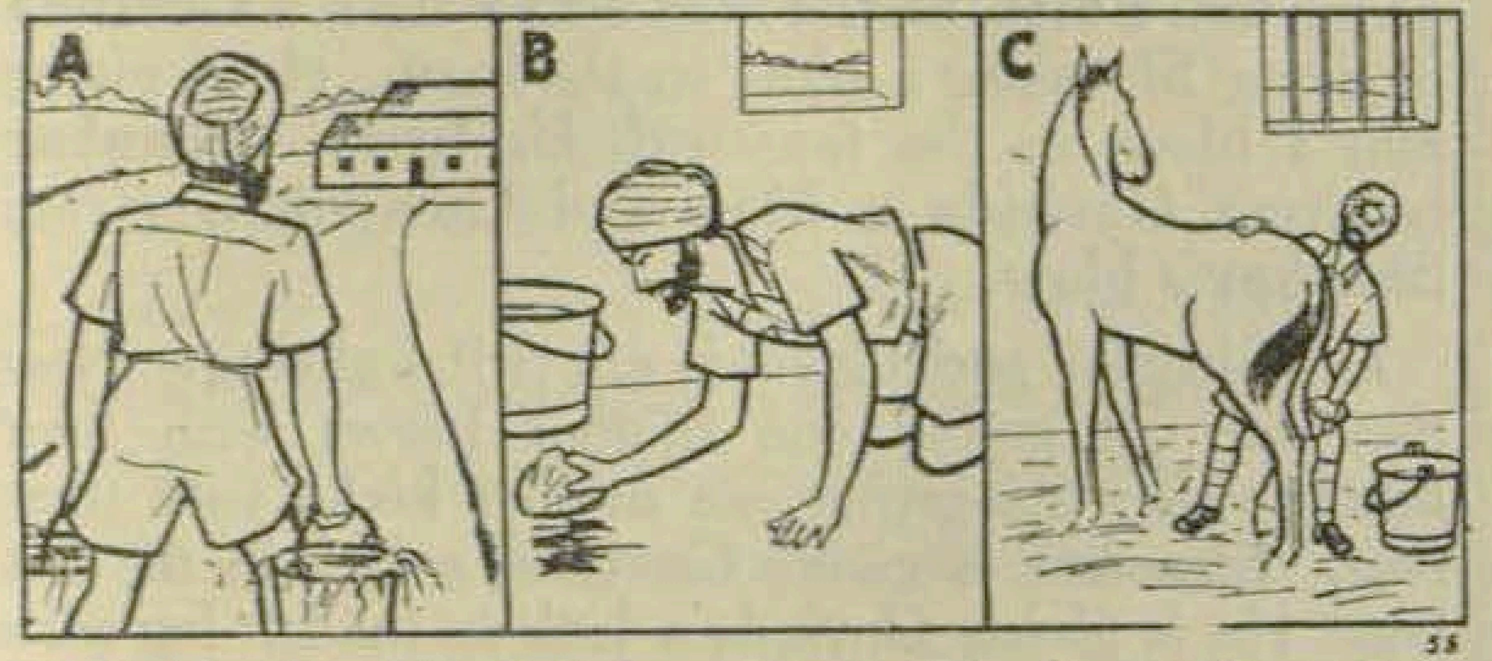
1. We make bread in an ....
2. Steam is coming from the milk ; is the milk .... ?
3. Boiling water gives off ....
4. .... from the sun will make wet cloth dry.
5. No, thank you ; I won't have any more food. My stomach is ....
6. We make tea in a ....
7. We get water from the pipe in a ....
8. We put a stamp on a cover with ....
9. Paste will make a man's fingers ....

B. *Put these statements differently by using the words in the brackets :*

1. Mother is not as tall as father (*shorter*).
....
2. I am not as old as my sister (*younger*).
....
3. My room is not as dark as your room (*brighter*).
....
4. The number of pens in the box is less than the number of pencils (*smaller*).
....
5. The post-office is not as high as the railway station (*higher*).
....
6. The officers' mess is nearer than the married quarters (*farther*).
....
7. The number six is smaller than the number seven (*greater*).
....

Unit 56

bucket, horse



A. **Today** is **cleaning** day at the barracks. Lal Singh is taking two buckets full of water from the **wash-house** to the **barrack-room.** The wash-house is not **very** near the barrack-room, but Lal Singh is so **strong** that he is able to take **two** buckets full of water, **one** in his **right** hand and the **other** in his **left** hand, all the way from the wash-house to the barrack-room without help from **anyone.** The buckets are so **full** that some of the water is going over the **road.**

Ram Singh is not as strong as **Lal Singh.** Ram Singh never takes **two** buckets full of water, **one** in his **right** hand and the **other** in his **left** hand, all the way from the wash-house to the barrack-room. He takes only **one** bucket at a time.

B. Lal Singh is cleaning the **floor** with a bit of wet **cloth.** **One** of the buckets is by his **side,** but it is not as full as **before.** This is how **Lal Singh** does the **cleaning.** He first puts the cloth in the **water** which is in the **bucket** and makes the cloth **wet.** Then he takes the bit of wet cloth **out** of the bucket and gives the floor a **rub** with it. When there is no more water in the bucket he takes the bucket back to the **wash-house** and gets some more water in it.

C. Lal Singh is giving his officer's **horse** a rub-down. The horse is **young, strong** and **healthy.** There are a **number** of horses in the station but no other horse is as good as **this** one. Lal Singh's officer is a **good** horseman. **Nothing** gives him as much **pleasure** as going out on his **horse.**

Lal Singh is washing the back **legs** of the horse. The bucket of water is very **near.** He takes a great **pleasure** in giving the horse a good **rub-down.** He does this work every **week.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *bucket* AND *horse.*

A1 : What day is it **today** ?
2 : What's Lal Singh taking from the wash-house to the **barrack-room** ?
3 : Are the buckets **full** ?
4 : Is the wash-house very **near** the barrack-room ?
5 : How **strong** is Lal Singh ?
6 : How full are the **buckets** ?
7 : Is **Ram Singh** as strong as **Lal Singh** ?
8 : Does **Ram Singh** ever take two buckets full of water from the wash-house to the barrack-room ?
9 : How much water does **he** take at a time ?

B1 : What's Lal Singh **doing** ?
2 : Where is the **bucket** ?
3 : Is it as full as **before** ?
4 : Where does Lal Singh first put the **cloth** ?
5 : What does he **do** with the cloth ?
6 : What does he do after taking the cloth out of the **bucket** ?
7 : Where does he take the **bucket** when there is no more **water** in it ?
8 : Why does he take the bucket back to the **wash-house** ?

C1 : What's Lal Singh doing to his officer's **horse** ?
2 : Is the horse **old** and **feeble** ?
3 : Are there any **other** horses in the station ?
4 : Are they as good as **this** horse ?
5 : Is Lal Singh's officer a **good** horseman ?
6 : Does **tennis** give him as much pleasure as going on his **horse** ?
7 : What's Lal Singh **washing** ?
8 : Where is the bucket of **water** ?
9 : Does Lal Singh take any **pleasure** in giving the horse a rub-down ?
10 : Does he do this sort of work every **day** ?

P1 : Is this a **bucket** ?
N : Point to kettle, basin, pot, oven. All answers but the las are negative.

2 : Do we keep **(milk)** in a bucket ?
S : Milk : tea, coffee, soup etc.

3 : Is the colour of this horse **(red)** ?
S : Red : white, brown, black.
N : Point to horse in coloured picture. All answers but th last are negative.

4 : What's **this** ?
N : Point to horse's mouth, eyes, neck, etc., in picture.

M : **Bucket Full of . . .**

A : My bucket is **full** of something . . . . . . What is my bucket **full** of ?

B : Is your bucket full of **water,** etc. ?

N : Elimination Puzzle.

Unit 57

hammer, nail, blow, join, screw, twist, fight, kick



A. Khan is doing some work with a **hammer.** He is putting a **nail** in the **wall.** The **hammer** is in his **right** hand, and the **nail** is in his **left** hand. The nail has a sharp **point** at one end. The sharp **point** of the nail is against the **wall.** Khan is putting the nail **in.** He is giving the **nail** a number of **blows** with the **hammer.** Every time he gives the nail a blow on the **head** it goes **farther** into the **wall.** The nail is two inches **long. One** inch is in the **wall ;** the **other** half is between Khan's **finger** and **thumb.**

After putting the **first** nail in, he will put **another** nail in, two and a half **feet** from the **first** nail. The two nails are for the **shelf** which Khan is going to put up on the wall over his **bed.** He has a box full of **nails** on the **floor.** There are **all** sorts of nails in the box. **Some** of the nails are **long ; others** are **short.** Some of the nails have **sharp** points. Others are **not** so good.

B. Khan is **still** at work. He is making a **cover** for his **box.** There are two **boards** in front of him, and he is going to make a **join** in the two boards with the **screw** which is in his left **hand.** This is how he makes a **join** with a **screw.** He puts the two boards **together,** side by side. Then he puts the screw **in** with the screw-**driver** which is in his **right** hand. He puts the screw **in** by giving it a number of **twists** with the screw-**driver.** The screw goes **through** the two boards and keeps them **together.** After joining the two boards **together** Khan will put the cover on the **box.**

C. Khan is now making a cover for his **bed.** He is working with four bits of **cloth,** which are all of different **colours,** and a **needle** and **thread.** He is joining the **four** bits of cloth to make **one** long bed-cover. In the **picture** he is joining a bit of **white** cloth and a bit of **brown** cloth with the **needle** and **thread.** He will take a **long** time to make the **joins.**



D. Shankar and **Govinda** are having a **fight.** They are **fighting.** They are **fighting** one another because they are **angry** with one another.

Shankar is giving **Govinda** a blow on the **head.** He is giving him a blow on the head with a **stick. Govinda** is giving **Shankar** a blow on the **face.** He is giving him a blow on the face with his **hand. Shankar** is giving **Govinda** a **blow** and **Govinda** is giving **Shankar** a **blow.**

E. Shankar and Govinda are still **fighting.** Now they are not giving one another **blows** with their **hands** ; they are giving one another **kicks** with their **feet. Shankar** is giving **Govinda** a kick in the left **leg.** He is giving Govinda a kick in the left leg with his **right foot. Govinda** is giving **Shankar** a kick in the leg. He is kicking **Shankar** in the left leg with **his** right foot. **Shankar** is kicking **Govinda** and **Govinda** is kicking **Shankar.** They are kicking one **another.**

F. The fight is **still** going on. Now **Shankar** is giving **Govinda's** left arm a **twist.** He is **twisting** Govinda's **left arm** with his **right hand. Govinda** is giving **Shankar's** left **ear** a twist. He is twisting Shankar's left **ear** with his **right hand.** It is a **long** and **hard** fight. But when it is **over** Shankar and Govinda will be **friends** again.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *join, blow, twist, kick.*

A1 : What's Khan **doing** ?
2 : What's he putting in the **wall** ?
3 : Where's the **hammer** ?
4 : Where's the **nail** ?
5 : What has the nail at one **end** ?
6 : Where's the **sharp** point of the nail ?
7 : What is he giving the nail blows **with** ?
8 : Is **one** blow enough to put the nail in ?
9 : How **long** is the nail ?
10 : Where is **one** half of it ?
11 : Where is the **other** half ?
12 : How far will the **second** nail be from the **first** ?
13 : What are the two nails **for** ?
14 : What's in the box on the **floor** ?
15 : Are **all** the nails **long** ?
16 : Have **all** the nails sharp **points** ?

B1 : What's Khan **making** ?
2 : What's he going to **make** in the two boards ?
3 : What's he going to make the join **with** ?
4 : Where's the **screw** ?
5 : What will he **do** with the two boards ?
6 : With what will he put the screw **in** ?

7 : What will he give the screw a **twist** with ?

8 : What will keep the two boards **together** ?

9 : Where will Khan **put** the cover after joining the two boards **together** ?

C1 : What's Khan **making** ?

2 : What's he working **with** ?

3 : Are the four bits of cloth of the same **colour** ?

4 : Why is he **joining** the four bits of cloth ?

5 : What two bits is he joining in the **picture** ?

6 : How long will he **take** to make **all** the joins ?

D1 : Who are **these** ?

2 : What are Shankar and Govinda **doing** ?

3 : Why are they **fighting** with one another ?

4 : What's **Shankar** doing ?

5 : Where's Shankar giving Govinda a **blow** ?

6 : What's Shankar giving Govinda a blow **with** ?

7 : What's **Govinda** doing ?

8 : Where's Govinda giving **Shankar** a blow ?

9 : What's Govinda giving Shankar a blow **with** ?

E1 : Are Shankar and Govinda **still** fighting ?

2 : Are Shankar and Govinda giving one another **blows** or **kicks** ?

3 : Where's Shankar giving Govinda a **kick** ?

4 : Is he giving Govinda a kick with his **right** foot or his **left** foot ?

5 : Where's **Govinda** kicking **Shankar** ?

6 : Is he kicking Shankar with his **right** foot or with his **left** foot ?

F1 : Is the fight still going **on** ?

2 : What's Shankar doing to Govinda's **left** arm ?

3 : What's he twisting Govinda's arm **with** ?

4 : What's **Govinda** doing to **Shankar** ?

5 : What's he twisting Shankar's ear **with** ?

6 : Will Shankar and Govinda be **friends** again when the fight is **over** ?

1 : Is this a **(nail)** ?

S : Nail : hammer, screw, needle, pin, knife.

2 : Where am I putting the **nail** ?

N : Put nail in the wall, in the table, in the seat, in the door, in the window, in the box.

3 : What am I doing with the **(picture)** ?

S : Picture : calendar, paper, cardboard, board, flag.

N : Nail : picture etc. to wall.

4 : Where am I putting the **screw** ?

N : Put screw in the table, in the seat, in the door, in the window, in the cupboard.

5 : Do we make a join with a **(nail)** ?

S : Nail : knife, scissors, pin, screw.

6 : What am I **joining** ?

N : Join : bits of wood, cloth, thread.

7 : Which gives more **pain,** a blow with a **(pencil)** or a blow with a **(stick)** ?

S : Pencil, stick : foot-rule, hammer ; pen, electric torch ; pencil, umbrella ; pencil, hammer.

8 : Does a (dog) give a **kick** when it's angry ?

S : Dog : cat, horse.

M1 : Are You Joining Us ?

LAL SINGH : Some of us are going to have a meal **together** tomorrow.

RAM SINGH : Where are you going to **have it** ?

LAL SINGH : Out in the **open.** Are you **joining** us ?

RAM SINGH : **Certainly !**

2 : Teacher Never Gives A Blow

FRIEND : Does your teacher give you a **blow** when you do bad work at **school** ?

GOVINDA : **No,** he never gives us a **blow** when we do bad work at school ; he gives us a **different** sort of punishment.

FRIEND : What's **that** ?

GOVINDA : He makes us do the work **again.**

3 : A Blow On The Face

FRIEND : Why are you **crying** ?

PREM [*pointing*] : He gave me a blow on the **face.** ... See how **red** it is here ! It is giving me **such** pain.

FRIEND : I'll get some **medicine** and give your face a **rub** with it. [*To the other boy*] : What a **bad** boy !

4 : The News Will Be A Blow

SAMI : Where are you **coming** from ?

GANPAT : From the **hospital ....** Poor Laxman is **dead** !

SAMI : **Dead** ? ... He has an old **father** and an old **mother** in Delhi, **hasn't** he ?

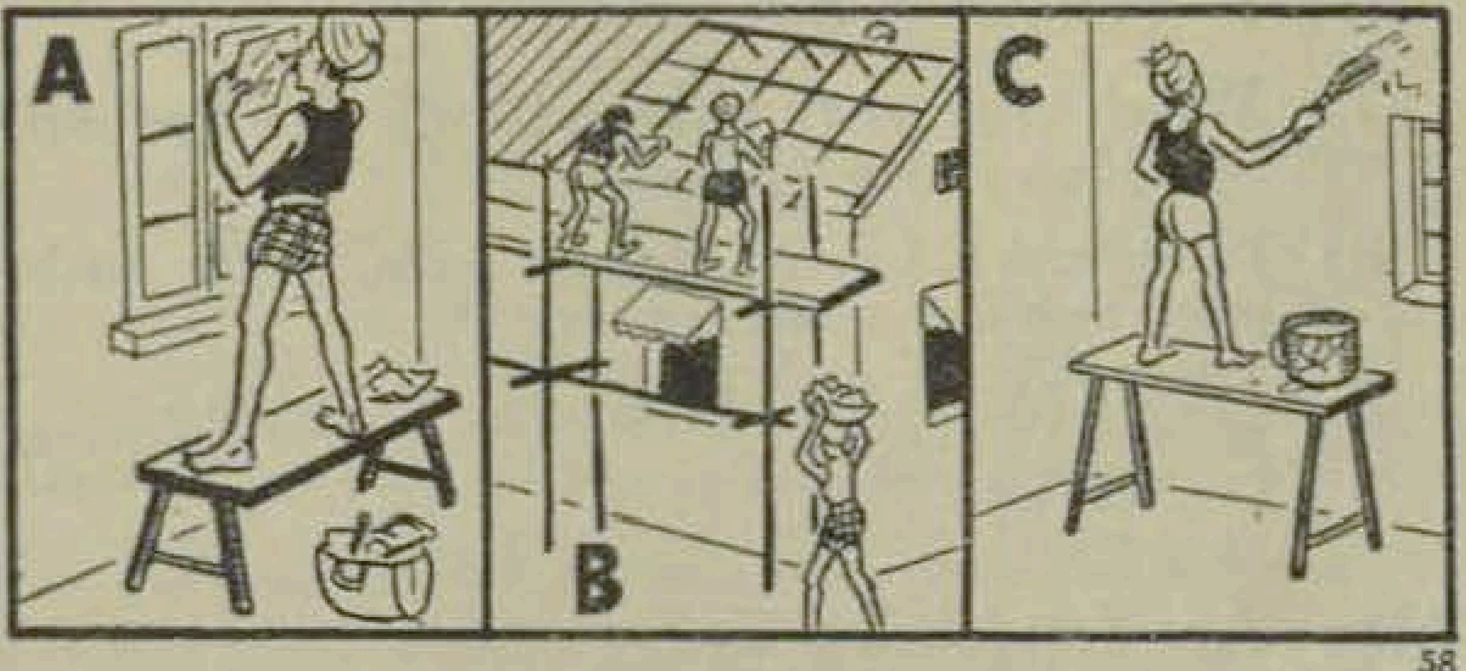
GANPAT : **Yes.** And there will be no one to give them **support** now. The news will be a great **blow** to them.

SAMI : **Yes.** The news will be a **great** blow to them.

W : Point to nail, etc., and ask : "What is this ?"

Unit 58

stage, paint



A. This is a picture of Ram's new **house.** The house is not **complete.** One of the men is doing some work on a **window.** He is putting **glass** in the window. The man is on a **stage.** The stage is a **board** with four **legs** supporting it at the two **ends.** Across the two pairs of **legs** are two short bits of **wood.** The man is on a **stage** because he is not **tall** enough to do work on the **higher** parts of the **window.** The stage is two and a half feet **high.**

B. This is **another** part of the building. The men **here** are putting a **roof** on the house. They are all on a **stage.** This is a **different** sort of stage from the first. It is **longer**, **wider** and **higher** than the first and it has a much greater number of **supports.** It is **almost** as long as the front of the **house.**

C. This is one of the **rooms** in the house. The man is on a stage in front of a **wall.** There is a **pot** on the stage. In the pot there is **paint** ; the pot is **full** of **paint.** The **colour** of the paint is **white.** The pot is full of **white paint.** The man has a **brush** in his right hand. It is a **paint-**brush. The man is putting white **paint** on the **wall** with his **brush.**



D. This is **another** picture of the same room. The man is on a stage in front of a **door.** There is a pot full of **paint** on the stage. The colour of **this** paint is **brown.** The man is painting the door with his **brush.** He is painting the door **brown.** His brush is **sticky** with **paint.**

E. Sita, Kamala, and **Prem** are doing some work at the **table.** They have paint-**boxes** in front of them. In the paint-boxes are paints of different **colours.** The paints are **wet** and **sticky. Sita** is painting a picture of a **woman, Kamala** is painting a picture of a **dog** and **Prem** is painting a picture of a **cat.**

Sita is **smiling.** She is very **happy.** Of the **three** she is the **happiest.** She is the **happiest** because of the three she takes most **pleasure** in painting.

F. These are the three **paintings.** The **first** painting is by **Sita.** The **second** painting is by **Kamala.** The **third** painting is by **Prem.** All the three paintings are **good.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *stage* AND *paint*.

A1 : What's **this** a picture of ?
2 : Is the house **complete** ?
3 : Where's one of the men **working** ?
4 : What's he doing to the **window** ?
5 : What's the man **on** ?
6 : Has the stage **three** legs or **four** legs ?
7 : What's **across** the two pairs of legs ?
8 : Why is the man on a **stage** ?
9 : How **high** is the stage ?

B1 : What's **this** ?
2 : What are the men putting on the **house** ?
3 : What are they all **on** ?
4 : Is it the same sort of stage as the **first** ?
5 : Is it **longer, wider** and **higher** than the first stage ?
6 : How long **is** it ?
7 : Has it any **supports** ?

C1 : What's **this** ?
2 : Where **is** the man ?
3 : What's on the stage by the **side** of the man ?
4 : What's **in** the pot ?
5 : Is the pot full of **paint** ?
6 : What's the **colour** of the paint ?
7 : What's in the man's right **hand** ?
8 : What **sort** of brush is it ?
9 : What's the man **doing** with the paint-brush ?

D1 : What's **this** a picture of ?
2 : Where **is** the man ?
3 : What's on the **stage** ?
4 : What's the colour of **this** paint ?
5 : What's the man painting the door **with** ?
6 : Is he painting the door **white** or **brown** ?
7 : What's his brush **sticky** with ?

E1 : What have Sita, Kamala and Prem in **front** of them ?

2 : Are all the paints in the boxes of the **same** colour ?

3 : Are the paints **wet** or **dry** ?

4 : What's Sita **painting** ?

5 : What's **Kamala** painting ?

6 : What's **Prem** painting ?

7 : Of the three who is the **happiest** ?

8 : Why is **Sita** the happiest of the three ?

F1 : What are **these** ?

2 : Who is the **first** painting by ?

3 : Who is the **second** painting by ?

4 : Who is the **third** painting by ?

5 : Are the three paintings **good** ?

P1 : Is this **(white)** paint ?

S : White : black, brown, red, green, etc. (in paint box).

2 : Is there **(white)** paint on the **(walls)** of this building ?

S : Walls ; doors, windows, roof.

3 : What am I **painting** ?

N : Pretend to paint picture of dog, cat, tree, hat, man, woman or give key-word *dog*, etc.

4 : Am I painting the (hair) of this woman **(black)** ?

S : Hair, black : face, white ; eyes, blue ; lips, red ; dress, green.

5 : Do we do painting with a **(hair)** brush ?

S : Hair : tooth, boot, paint.

6 : (Painting, reading, writing)—Of the **three** which gives you the greatest **pleasure** ?

S : Painting, reading, writing : painting, stitching, cooking ; painting, cricket, foot-ball, etc.

M : Painting Finger Nails

(*Henry and Rose are getting married at twelve and Mr. and Mrs. English are dressing to go to church.*)

MR. ENGLISH : Still not **ready**, Dorothy ? It's half past **eleven** and Henry and Rose are getting **married** at **twelve.**

MRS. ENGLISH : I'm **almost** ready.

MR. ENGLISH : What are you **doing** then ?

MRS. ENGLISH : I'm **brushing** my **hair.**

MR. ENGLISH [*after a short time*] : Are you **still** brushing your hair ?

MRS. ENGLISH : **No,** now I'm **powdering** my **face.**

MR. ENGLISH [*after a short time*] : Are you **still** powdering your face ?

MRS. ENGLISH : **No,** now I'm **painting** my **lips.**

MR. ENGLISH [*after a short time*] : Are you **still** painting your lips ?

MRS. ENGLISH : **No,** now I'm **cutting** my **finger-nails.**

MR. ENGLISH [*after a short time*] : Are you **still** cutting your finger-nails ?

MRS. ENGLISH : **No,** now I'm **painting** my finger-nails.

MR. ENGLISH [*angry*] : Do your finger-nails on the **way.**

MRS. ENGLISH : Is the taxi at the **door** ?

MR. ENGLISH : **Yes, come** on.

MRS. ENGLISH : **All** right !

S : A. *Put the right word from this list in the spaces :*

hammer, screw, nail, join, blow, twist, kick, fight, stage, paint.

1. Here are two boards. I make a......................; now there is only one board.
2. I am putting some brown......................on the door.
3. We make a join with a......................
4. We put a nail in with a......................
5. When a horse is angry it gives you a......................
6. I am......................a picture to the wall.
7. I am......................the walls green.

B. *Put the right word in the spaces :*

1. I am......................a join in two boards.
2. ....some black paint on the body of this lorry.
3. ....the nail in with a hammer.
4. ....him a blow.
5. They are......................a fight.

C. *Put these statements differently by using the '-ing' form of the word in sloping print :*

1. He is giving my arm a *twist.*
2. He was giving me a *kick* in the back.
3. The two brothers were having a *fight.*
4. He was putting a nail in with a *hammer.*

D. *Give the answers to these questions :*

1. How do you make a join ?
2. Do you ever do any painting ?
3. Who is the tallest man in your class ?
4. Who is the shortest man in your class ?
5. Which is the highest building in your station ?

Unit 59

better, best, bulb



A : RAM [*at store*] : Have you a good **umbrella** ?

STOREMAN : **Yes,** sir. [*Taking one out*] : **This** is a good umbrella.

RAM : How much **is** it ?

STOREMAN : Ten **rupees**, sir. It is a very **good** umbrella.

RAM : Haven't you a **better** umbrella than this ?

STOREMAN : **Yes,** sir [*taking another out*] : **This** umbrella is a **better** one than **that**.

RAM : Why is **that** umbrella better than **this** one ?

STOREMAN : The **cloth** is **stronger**, sir, and the **stick** is **straighter.** That is why **this** umbrella is **better** than **that.**

RAM : What's the **price** of that umbrella ?

STOREMAN : Five rupees **more** for the **better** umbrella, sir—**fifteen** rupees.

RAM [*taking umbrella from storeman*] : Is this the **best** umbrella you **have** ?

STOREMAN : **No,** sir. [*Taking third umbrella*] : **This** is the **best** umbrella we have, sir.

RAM : **Why** is it the best umbrella you have ?

STOREMAN : It has the **strongest** cloth and the **straightest** stick. It is the **best** umbrella in the **market,** sir.

RAM : What's the **price** ?

STOREMAN : **Twenty** rupees, sir.

RAM : Twenty **rupees** ! **All** right, I will **take** it if it is the **best** you **have.**

STOREMAN : **Here** you are, sir ! [*Gives the umbrella and takes the money.*]

B : SITA [*at store*] : Have you any good electric **bulbs** ?

STOREMAN : **Yes,** madam. [*Taking one out*] : **This** is a good bulb.

SITA : How much **is** it ?

STOREMAN : Two **rupees,** madam. It's a very **good** bulb.

SITA : Have you any **better** ones ?

STOREMAN : **Yes,** madam, we have some **better** ones. [*Taking one out*] : **This** is a better bulb than **that.**

SITA : **Why** is it better ?

STOREMAN : It gives more **light** and nothing will go wrong with it for a longer **time. That** is why it is **better.**

SITA : What's the **price** ?

STOREMAN : One rupee **more** for the **better** bulb, madam—**three** rupees.

SITA [*taking bulb from storeman*] : Is this the **best** bulb you have ?

STOREMAN : **No,** madam, that is not the **best** bulb we have. [*Taking out third bulb*] : **This** is the **best** bulb of **all.**

SITA : **Why** is it the best one of all ?

STOREMAN : It gives the **most** light. It is the **best** bulb in the **market,** madam.

SITA : What's the **price** ?

STOREMAN : **Four** rupees, **madam.**

SITA : **All** right ! I will **take** it if it is the best you **have. Here** is the money.

STOREMAN : **Thank** you, madam. [*Takes the money and gives the bulb.*]

C : RAM : Here is an **umbrella** for you.

SITA : What was the **price** ?

RAM : Twenty **rupees.**

SITA : **Twenty** rupees for an **umbrella** !

RAM : It's the **best** umbrella in the **market.** That is why the price is so **high.**

SITA : **All** right ! **Thank** you. Here is a **bulb** for you to do your **reading** by.

RAM : What was the **price** ?

SITA : Four **rupees.**

RAM : **Four** rupees for an electric **bulb** !

SITA : It is the **best** bulb in the **market.** That is why the price is so **high.**

RAM : **All** right ! **Thank** you. Put it on my **table.**

C : When we make a comparison between two things we make use of *better than*. But when we make a comparison between more than two things we make use of *the best*.

A1 : Has the storeman any good **umbrellas** ?

2 : What's the price of the **first** umbrella ?

3 : Is it a **good** umbrella ?

4 : Has the storeman any **better** umbrellas ?

5 : Why is the **second** umbrella **better** than the **first** ?

6 : What's the price of the **second** umbrella ?

7 : Is it the **best** umbrella the storeman **has** ?

8 : Why is the **third** umbrella the **best** the storeman has ?

9 : What's the price of the **third** umbrella ?

10 : Is it the best umbrella in the **market** ?

B1 : Has the storeman any good electric **bulbs** ?

2 : What's the price of the **first** bulb ?

3 : Is it a **good** bulb ?

4 : Has the storeman any **better** bulbs ?

5 : Why is the **second** bulb **better** than the **first** ?

6 : What's the price of the **second** bulb ?

7 : Is it the **best** bulb the storeman **has** ?

8 : Why **is** it the best bulb the storeman has ?

9 : What's the **price** of the **third** bulb ?

10 : Is it the **best** bulb in the **market** ?

P1 : This (knife) is **better** than **this** knife. **Why** ?

S : Knife : needle, pin, scissors, nail, screw.

2 : An **(electric** light) is better than a **(gas** light). **Why** ?

S : Electric light, gas light : gas light, oil light ; oil light, wax light.

3 : This (apple) is **better** than this **apple. Why** ?

S : Apple : orange, nut, mango, etc.

4 : This (blade) is **new ; this** blade is **old.** Which blade is **better** ?

S : Blade : umbrella, hat, collar, thread, kettle, bucket, tray.

5 : Are you better at **(cricket)** than you are at **(hockey)** ?

S : Cricket, hockey : other games.

6 : This is the **best** knife I **have . . . Why** ?

S : Knife : umbrella, light, apple, needle, nail, hammer.

7 : Which is the best time for **(reading)** ?

S : Reading : writing, stitching.

M1 : This Light Is Better

KHAN : Do your reading **here. This** light is better than **that.**

SAMI [*reading*] : **Why** ?

KHAN : It's **brighter.**

2 : Which Is Better ?

A : Which is **better**—a cup of **warm tea** or a glass of **cold water** ?

B : In the **winter** or in the **summer** ?

A : In the **winter.**

B : In the winter a cup of **warm tea** is better than a glass of **cold water . . .** It gives more **pleasure.**

3 : Prem Is Better

FRIEND : How's **Prem** today ?

GOVINDA : He's a little **better** today.

FRIEND : When will he be **quite** well ?

GOVINDA : In a **week.**

4 : Better For Body

DAS : Let's have a game of **cards.**

GANPAT : Let's have some **football.** Football is **better** than cards.

DAS : Better for **what** ?

GANPAT : Better for building up our **bodies . . . . Come** on !

5 : Better To Go Now

DAS : It's half past **two.** Let's go to the **hockey**-match.

SAMI : The match is at **four.** Let's go at half past **three.**

DAS : It's better to go **now** than at half past **three.**

SAMI : **Why** ?

DAS : If we go **now** we'll get seats in **front. That's** why it's better to go **now** than at half past **three.**

SAMI : Let's **go** then.

6 : Better Road

RAM : So you're joining us at the **station** ?

FRIEND : **Yes.**

RAM : Come by the **new** road.

FRIEND : The **old** road is all **right.**

RAM : But the **new** road is **better** than the **old** road.

FRIEND : **Why** is the new road better than the old road ?

RAM : The **new** road is of **stone** ; the **old** road is of **earth.** The **new** road is **wide ;** the **old** road is **narrow.**

W1 : Learners to make use of *better than* : My (bag) is not as good as your bag.

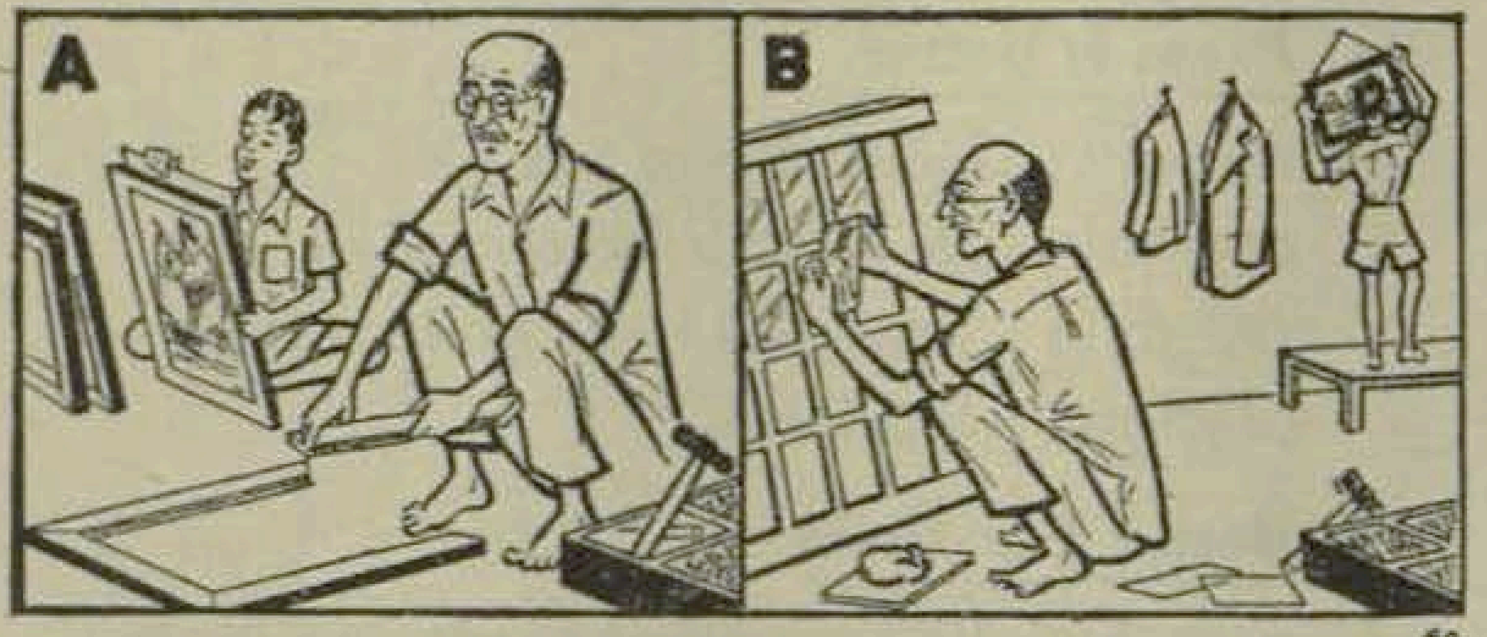
2 : Learners to make use of *the best* : My (stick) is better than your stick or his stick.

3 : Putting right errors : My (pencil) is more good than your pencil.

4 : Putting right errors : Of the (three) (pens) this is better.

Unit 60

frame, hanging, crack



A. This man is doing **wood**-work. His name is **Hamid.** Near him is his son **Hassan.** By Hamid's **side** are a number of **boxes.** In the boxes are **nails, screws, hammers** and **other** things. Hamid has **glasses** on. He is getting **old.** That is why his son **Hassan** is helping him with his **work.**

Hamid is making a **frame.** He is making a **frame** for a **picture. Three** sides of the frame are **complete.** Hamid is now making the **fourth** side. The frame **is three** feet **long** and **two** feet **wide.** The frame will be **complete** in less than an **hour.**

Near Hassan are a number of **complete** frames. Hassan is putting a **picture** in **one** of the frames. He is **framing** the **picture.**

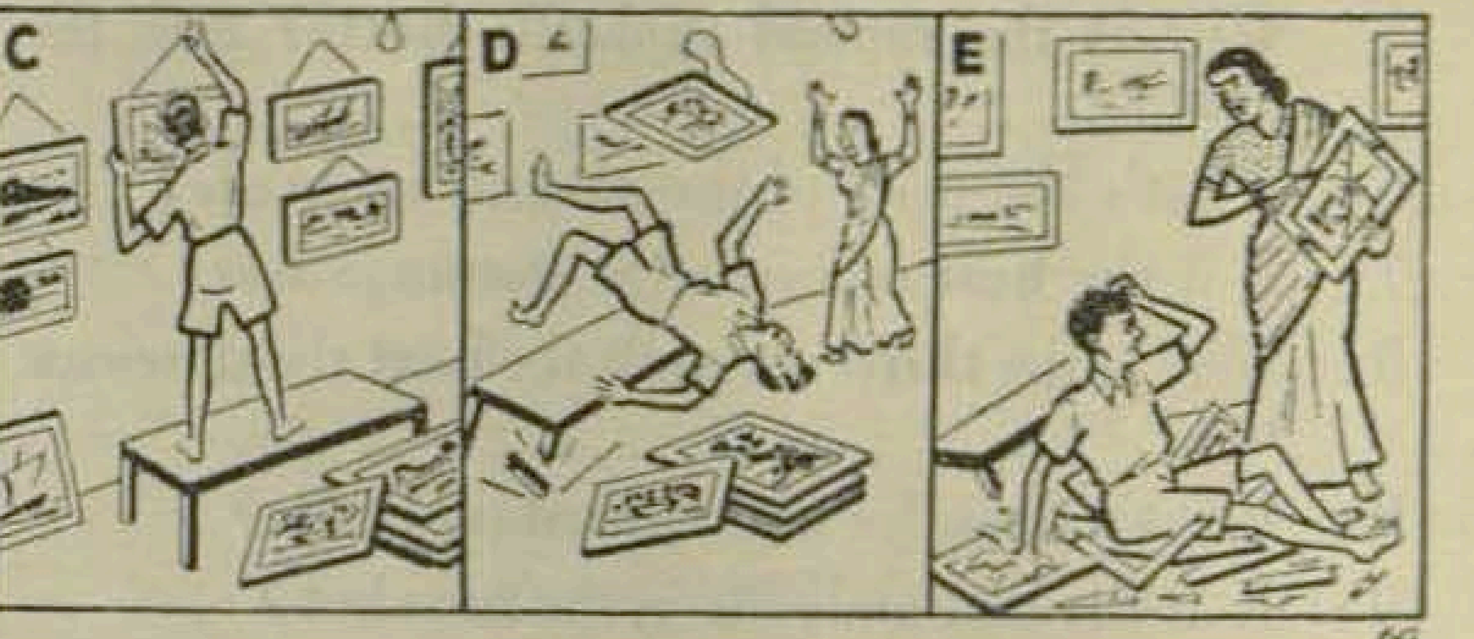
B. Today is **Friday. Friday** is Hamid's day of **rest,** but Hamid is **still** working and Hassan is **helping** him. Hamid and Hassan are working **today** because there is much **work** to do. Hamid is making a **window.** The frame of the window is **ready.** The frame is in **front** of him. Hamid is putting **glass** into the frame. He is putting the glass in with **'putty.' Putty** is a sort of **paste.** The **frame** of the window will give **support** to the glass; it will keep the glass in its **place.**

It is **warm** today. Hamid has his coat **off.** It is **hanging** on the **wall.** It is hanging from a **nail** in the wall. **Hassan** is working with his coat off. **His** coat is hanging by the side of **Hamid's** coat. It is hanging from a **nail** in the **wall.**

Hassan is on a **stage.** He has a **picture-frame** in his hand. He is **hanging** the picture-frame on the **wall.** He is hanging the picture from a **nail** in the **wall.**

Hamid does wood-work **every** day. He makes **tables, seats, boxes, cupboards, picture-frames, window-frames** and such things. He is very **good** at his work. His tables are the **best** in the town. Almost **everyone** in the town goes to **his** store to get a table, a seat or a picture-frame.

C. This is a room in Ram's new **house.** An electric **light** is hanging from the roof. A number of paintings are hanging on the **wall.** Govinda is on a **stage.** He has a **picture** in his hand. He is **hanging** the pictures on the **wall.**



D. The stage is **broken** and Govinda is **falling;** he is falling on the **paintings** which are on the **floor.** Sita is giving a **cry;** her **hands** are up in the **air;** her **mouth** is wide **open.** She is not able to do **anything** to keep Govinda from **falling.**

E. Govinda is on the **floor.** Almost **all** the paintings are **broken.** They are broken to **bits.** Only the painting which is in Sita's **hand** is **not** broken. The frame is not **broken;** but there is a **crack** in the frame. Sita is pointing to the **crack.** The glass in the frame is not **broken,** but there are a number of **cracks** in the glass. Glass with **cracks** in it is not **good** glass.

Ram will take the frame with the **crack** in it to Hamid's store **tomorrow. Hamid** will make a **join** in the frame.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *frame, hanging* AND *crack.*

A1: What's the man **doing**?
2: What's his **name**?
3: Who is **near** him?
4: What's in the **boxes** which are by Hamid's **side**?
5: Why is Hamid's **son** helping him?
6: What's Hamid **making**?
7: What's he making a frame **for**?
8: Is the frame **complete**?
9: Which **side** is Hamid making?
10: How **long** is the frame, and how **wide** is it?
11: When will the frame be **complete**?
12: What's **near** Hassan?
13: What's Hassan **doing**?
14: What's he **framing**?

B1: What **day** is it today?
2: Which is Hamid's day of **rest**?
3: Why are Hamid and Khan **working** today?
4: What's Hamid **making**?
5: What's **ready**?
6: **Where's** the window-frame?
7: What's Hamid putting **into** the window-frame?

8: What's he putting the glass into the window-frame **with** ?

9: What will the frame do to the **glass** ?

10: How is the **weather** ?

11: Has Hamid his coat **on** ?

12: Where is his coat **hanging** ?

13: What's the coat hanging **from** ?

14: Where's **Hassan's** coat ?

15: What's the coat hanging **from** ?

16: Where's **Hassan** ?

17: What **has** he in his **hand** ?

18: Where is he **hanging** the picture-frame ?

19: What is he hanging the picture **from** ?

20: What sort of **work** does Hamid do every day ?

21: What does he **make** ?

22: Is he **good** at his work ?

23: Are his tables the best in the **town** ?

24: Where does almost **everyone** in the town go to get a table or a seat ?

C1: What's **this** ?

2: Where's the electric **light** ?

3: What are hanging on the **wall** ?

4: Where is **Govinda** ?

5: What has he in his **hand** ?

6: What's he **doing** ?

D1: What's **broken** ?

2: Where's **Govinda** ?

3: What's he falling **on** ?

4: What's **Sita** doing ?

5: Is she able to **do** anything to keep Govinda from **falling** ?

E1: Where's **Govinda** ?

2: Are all the paintings **broken** ?

3: Which frame is **not** broken ?

4: What's in the **frame** ?

5: What is Sita **pointing** to ?

6: What's in the **glass** ?

7: Is glass with **cracks** in it **good** glass ?

8: Which frame will Ram take to Hamid's **store** ?

9: What will Hamid **do** to the frame ?

P1: What is **this** ?

S: Point to picture-frame frame of window,, frame of door, frame of glasses.

2: Where's the picture **hanging** from ?

N: Hang picture from finger, from pencil, from knife, from stick, from nail in wall, etc.

3: What am I hanging on the **wall** ?

N: Hang hat, coat, shirt, picture, frame, painting, light, net, flag, brush, calendar.

4: Is there a **crack** in this **(box)** ?

S: Box: table, seat, frame, blackboard, bucket, glass, cup, plate, bottle, pot.

N: 'Yes' and 'no' answers.

M1: **Hanging Wet Shirts**

DAS: Where's **Khan** ?

GANPAT: He's hanging his wet **(shirts)** out in the **sun.**

DAS: Where is he **hanging** them ?

GANPAT: He's hanging them on a **line.**

S: Shirts: trousers, shorts, socks, stockings.

2: **A Crack In The Plate**

SINGH: Don't have your (soup) in **that** (plate).

MULL [*ready to have food*]: Why **not** ?

SINGH: There's a **crack** in the plate ... **There** !

MULL: **Thank** you ! I won't have my soup in a plate with a **crack** in it.

S: Soup, plate: coffee, cup; milk, glass.

S: **A.** *Put these statements differently by using* better:

1. My knife is sharper than your knife.

   E.g: My knife is better than your knife; it is sharper.
2. Your light is brighter than my light.
3. My mango is sweeter than your mango.
4. This book is more interesting than that book.
5. Eggs are a healthier food than potatoes.

B. *Put these statements differently by using* best:

1. Ganpat gets the highest number of marks in the tests.
2. Das's map-reading is better than Sen's but Bose's map-reading is better than Das's.
3. This is the sharpest needle in the box.
4. Of all the bulbs in the market this gives most light.
5. This is one of the cleanest hotels in the town.

C. *Give the answers to these questions*:

1. Which is better for building up the muscles of our body—a game of cards or a game of football ?
2. Which is the best time for reading ?
3. Which is better, an acid orange or a sweet orange ?
4. When do we say that one needle is better than another ?
5. Who is the best shot in your unit ?

Unit 61

curtain, rod, fold

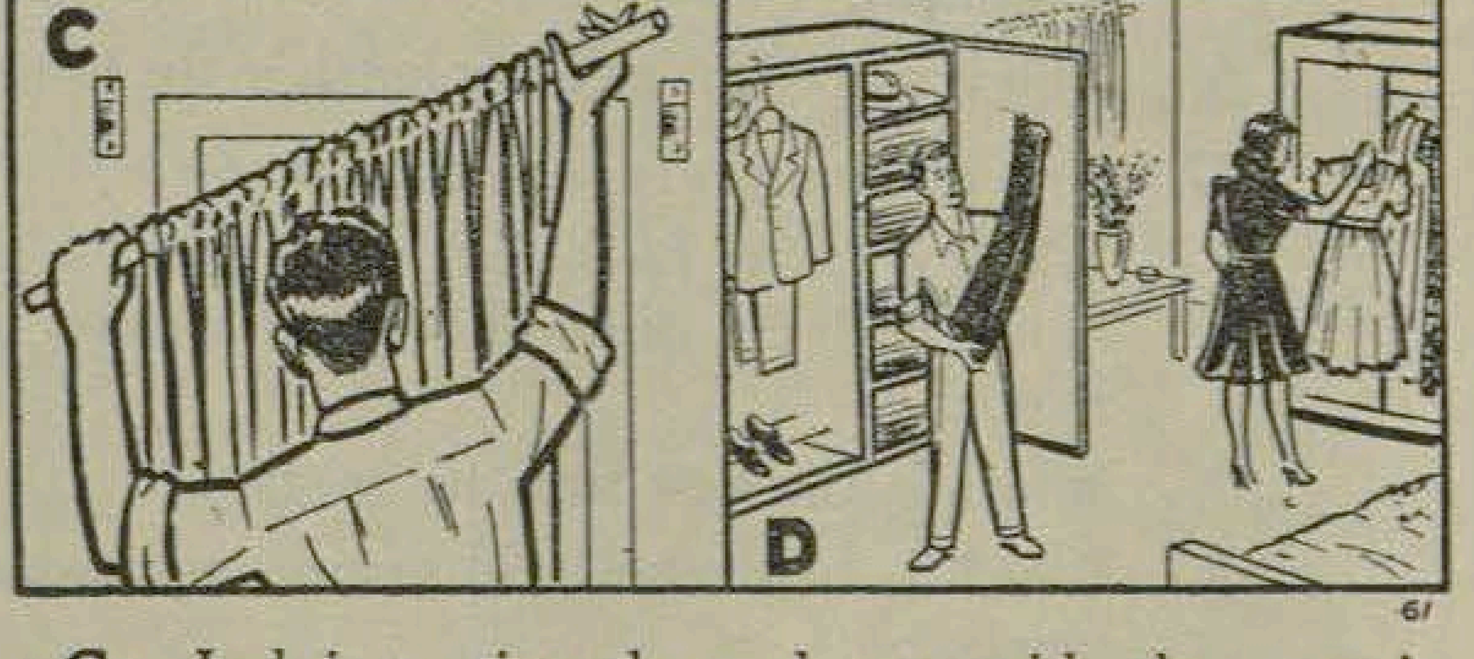


A. This is **Jill.** Jill is an **English** girl. She is twenty-one years **old.** She was married to **Jack** a **week** back. She is now in her new **house.** She is very **happy.**

It is **winter** and the weather is very **cold.** Jill is in a seat by the **fire.** In half an **hour** Jack will come back from his **office,** and Jack and Jill will have their **tea** together.

The room has **two** windows and **one** door. The window on the **right** is **open.** But there is a **curtain** over it. The curtain is hanging from a **rod** across the top of the **window.** The **colour** of the curtain is **green.** The **door** is **shut.** There is a **curtain** over the door. The curtain is hanging from a **rod** across the **top** of the door. The colour of **this** curtain is **brown.** The window on the **left** is **shut.** There is **no** curtain over **this** window. Jill is **making** the curtain **now.** She is making a **green** curtain for the window on the **left.**

B. Jack is now **back** from office and is having **tea.** There is a **rod** on the table. It is a sort of **long straight stick.** The **rod** is for the **curtain.** After **tea** Jack will put the rod across the window on the **left.** He will put the rod on to the **window-**frame with **screws.** He has a **number** of screws in his **pocket. Jill** is still working on the **curtain.** There is a **fold** in the curtain cloth and Jill is putting some **stitches** in the fold. In less than an **hour** the curtain will be **ready.** Then Jack will put the curtain **up.**



C. Jack is putting the rod **up,** with the curtain hanging **from** it. The curtain has a number of **folds** in it. Now **all** the doors and windows of Jack's house will have **curtains** over them.

D. Jack and Jill are in their **bed-room.** Jack is folding his **trousers** and hanging them up in his **cupboard. Half** of the cupboard is for hanging things **up ;** the **other** half has **shelves** for putting things **on.** Jill is not folding her **dresses,** she is hanging them up in her cupboard **without** folding them. Jack and Jill are very **happy** in their new **house.** They were only married **one** week back.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *fold.*

A1 : Who is **this** ?
2 : How **old** is she ?
3 : When was she **married** ?
4 : Where's Jill **now** ?
5 : Is she **happy** ?
6 : Is it **summer** ?
7 : How is the **weather** ?
8 : Who will come back in half an **hour** ?
9 : What's the number of **doors** and **windows** in the room ?
10 : What's over the window on the **right** ?
11 : What's the curtain hanging **from** ?
12 : What's the **colour** of the curtain ?
13 : What's over the **door** ?
14 : What's the curtain hanging **from** ?
15 : What's the colour of **this** curtain ?
16 : Is there a curtain over the window on the **left** ?
17 : What's Jill **making** ?
18 : What's the **colour** of the curtain ?

B1 : What is Jack **doing** ?
2 : What's on the **table** ?
3 : What's the rod **for** ?
4 : Where will Jack **put** the rod after **tea** ?
5 : **How** will he put the rod on the window-frame ?
6 : What has he in his **pocket** ?
7 : What's **Jill** working on ?
8 : What's in the curtain-**cloth** ?
9 : What's Jill putting in the **folds** ?
10 : Where will Jack put the curtain when it's **ready** ?

C1 : What is Jack **doing** ?
2 : Where is the **curtain** ?
3 : What has the curtain **in** it ?
4 : Will **all** the doors and windows have curtains over them **now** ?

D1 : Where are **Jack** and **Jill** ?
2 : What's **Jack** doing ?

3 : What's **one** half of the cupboard for ?
4 : What's in **the** other half ?
5 : What are the shelves **for** ?
6 : What's **Jill** doing ?
7 : Are Jack and Jill **happy** ?
8 : When were they **married** ?

P1 : Is there a **curtain** over that **(window)** ?
S : Window : door, cupboard, shelf.

2 : Put this **curtain** across that **(window)...** **What** are you doing ?
S : Window : door, cupboard, shelf.

3 : This is a **curtain-rod** . . . Where is the **rod** ?
N : Put rod across window, door, shelf, cupboard.

4 : Is this a **(long)** rod or a **(short)** rod ?
S : Long, short : straight or bent, old or new.

5 : In what am I making a **fold** ?
N : Make a fold in trousers, shorts, shirt, sock, bit of paper.

6 : What am I **folding** ?
N : Fold trousers, shorts, shirt, coat, letter.

M1 : Put Curtain Over Window

A : I'm going to put a **curtain** over the window.
B : But your rod isn't **long** enough.
A [*putting it across window*] : Yes, it **is.**

2 : Make A Curtain

SITA [*at a store*] : I'm going to make some **curtains.** Have you any good curtain **cloth** ?
STOREMAN : **Here's** some good curtain cloth.
SITA : Is it **very** good ?
STOREMAN : It is the **best** curtain cloth in the bazaar.
SITA : What's the **price** ?
STOREMAN : Two rupees a **yard.**
SITA : Give me **six** yards . . . Have you any good curtain-**rods** ?
STOREMAN : Here are **some.**
SITA : **These** aren't very good rods.
STOREMAN : Not **good** ? You won't get better ones in any **other** store.
SITA : **No** ? I'll go to **Nath's** store. **His** curtain-rods are better than **your** curtain-rods . . . Here's the money for the **cloth.**
STOREMAN : **Thank** you ! You will come **back** to my store for the **rods**, you'll **see.** **My** rods are better than any **other** rods in **town.**

S : A. *Put the right word from this list in the spaces :* frame, hanging, crack, curtain, rod, fold.

1. The picture is .... from a nail in the wall.
2. The .... of the window is of wood.
3. A .... is a sort of straight stick.
4. The bit of cloth covering the window is a ....
5. It is an old pot ; there are one or two .... in it.
6. There are .... in the curtain.
7. I will put the trousers in the cupboard after .... them.

B. *Put the right word in the spaces :*

1. There is a curtain .... the window.
2. The curtain is hanging from a rod .... the window.
3. He is .... a frame for a picture.

C. *Put right the errors in these statements :*

1. Of the two men Ram is most tired.
....
2. Of the three I am more healthy.
....
3. Today is least cold than yesterday.
....
4. Of the three books this is the less interesting.
....
5. I am tallest than you.
....
6. Of the three men Ram is the younger.
....
7. Which is best, my needle or your needle ?
....
8. This is the better store in the street.
....
9. I am more healthier than my sister.
....
10. Your table is more better than my table.
....
11. This is one of the sweetest mango in the bag.
....
12. This is highest building in the town.
....
13. Your pen is good but my pen is more good.
....
14. This seat is best than that seat.
....
15. My boots are more better than your boots.
....

Unit 62

cushion, soft, hard



A. Jill is working in her **bed-room.** There are curtains over the **windows** and there is a curtain over the **door.** On **one** side of the room, against the **wall,** is the **bed. On** the bed there are four **cushions, two** for **Jack** and **two** for **Jill.** The **colour** of the cushion-covers is **white.** There are three **seats** in the room. **Two** of the seats have **cushions** on them ; the **third** seat has **no** cushion on it. Jill is making a cushion-cover for the **third** seat.

Jill has a **cold.** All last night she was **coughing** and **sneezing.** But Jill is not **resting,** because there is much **work** to do. **Yesterday** there were the **curtains** to make ; **today** there are the **cushion-covers ; tomorrow** there will be **other** things to do.

The cushion-cover is almost **complete.** When Jill puts five or six more stitches in the cover the cushion-cover will be **quite** complete. When the cover is **ready** she will put the cushion **in** it. There are **good** cushion-covers in the **store** across the **street.** This store has the **best** cushion-covers in the **town.** But Jill will **not** get the cushion-covers from the **store.** She gets the **cloth** and makes it up in her **house.** Jack is only a **clerk** in his office. He does not get much **money** for his work. That is why Jill does **not** get the cushion-covers from the **store** across the street.

B. Jack is **back** from his office and is at work with **Jill.** A fire is burning in the **fire-place** and Jack is on the floor near the **fire.** He is doing some work with a **hammer.** He is getting some bits of **coal** broken up with the **hammer.** He isn't able to get the bits of coal broken up with his **hand.** A bit of coal is not **soft ;** it is **hard.** That is why he isn't able to get the coal broken up with his **hand.** When the coal is **broken** up he will put the **bits** into the **box** which is by the **fire.**



C. Here is Jack at **work** again. He is going to put a picture up on the **wall.** But the wall is of **stone.** It is not **soft ,** it is very **hard.** A nail will not go **into** it. So Jack is **first** going to make a hole in the wall with a **'punch.'** A **punch** is something with which one is able to make a **hole.** This is how Jack will make a hole with the **punch.** He will first give the punch a blow with his **hammer.** Then he will give the punch a **twist. Another** blow, **another** twist, **another** blow, **another** twist, and **so** on. After giving the punch a great number of **blows** and **twists** there will be a **hole** in the wall. Then Jack will take a small bit of **wood** and he will put the wood in the hole with **another** blow. **Wood** is much **softer** than **stone.** He will be able to put the nail in the **wood** with **one** or **two** blows of the **hammer.**

D. Jack is **still** at work. He has a **pen-knife** in **one** hand and a **curtain-rod** in the **other.** The curtain-rod is for hanging a **curtain** from. But the curtain-rod is very **long.** It is **so** long that Jack was not able to put it up across the **window.** Will Jack be able to make the rod shorter by **cutting** it ? The blade of the pen-knife is **on** the rod, but the rod is so **hard** that Jack is not able to get the rod **cut.** What will he do **now** ? He will take the rod back to the **storeman** and get a **shorter** rod from him.

Jill is at the **table ;** she is crushing an **orange** into a **glass.** She is crushing the orange with her **fingers.** The orange is not **hard ;** it is very **soft. That** is why she is able to give the orange a crush with her **fingers.** She is making the orange-crush for **Jack,** who will be very **tired** after his hard **work.**

Jack and Jill do very **hard work** every day. After office Jack comes **straight** back to his house because there is more **work** to do. **Jill** does as **much** work every day as **Jack.** Every day after cooking there is **some** work or other to do. There is **stitching** or **painting** or getting things from the **store.** When they go to **bed** at the end of the **day,** Jack and Jill are very **tired.** But the bed is **soft** and **warm,** and they are **still** very happy.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *hard, soft.*

A1 : Where's Jill **working** ?
2 : What's over the **windows** and what's over the **door** ?
3 : Where's the **bed** ?
4 : What's **on** the bed ?
5 : Who are the cushions **for** ?
6 : What's the **colour** of the cushion-covers ?
7 : Have **all** the three seats cushions on them ?
8 : What's Jill **making** ?
9 : What's **wrong** with Jill ?

10 : Why is Jill not **resting** ?
11 : What work was there **yesterday** ?
12 : What work is there **today** ?
13 : What work will there be **tomorrow** ?
14 : Is the cushion-cover **complete** ?
15 : When will the cushion-cover be **quite** complete ?
16 : What will Jill put **in** the cushion-cover when it's **ready** ?
17 : Which store has the best cushion-covers in the **town** ?
18 : Will Jill get the cushion-covers from the **store**?
19 : Does she **ever** get cushion-covers from the store ?
20 : **Why** not ?

B1 : Is Jack back from **office** ?
2 : What's burning in the **fire-place** ?
3 : What's Jack doing with the **hammer** ?
4 : Are the bits of coal **hard** or **soft** ?
5 : Is he able to get them broken up with his **hand**?
6 : **Why** is he not able to get them broken up with his hand ?
7 : Where will he put the bits when the coal is **broken** up ?

C1 : What's Jack going to **do** ?
2 : Is the wall **soft** or **hard** ?
3 : What's Jack going to make a hole in the wall **with** ?
4 : What **is** a punch ?
5 : How will he make a hole in the wall with the **punch** ?
6 : What will he put **in** it after making a hole in the wall ?
7 : Which is **softer**, **wood** or **stone** ?
8 : Will it take **long** to put the nail in the **wood** ?

D1 : What has Jack in his **hand** ?
2 : What's the curtain-rod **for** ?
3 : How **long** is the rod ?
4 : Is Jack able to get the rod cut with his **pen-knife** ?
5 : Where will he **take** the rod ?
6 : What will he get from the **storeman** ?
7 : What's Jill **crushing** ?
8 : What's she crushing the orange **with** ?
9 : Is the orange **hard** ?
10 : Why is she able to give the orange a crush with her **fingers** ?
11 : For whom is she **making** the orange-crush ?
12 : Do Jack and Jill do **hard work** every day ?
13 : Why does Jack come **straight** back to his house from **office** ?
14 : Does **Jill** do as **much** work as **Jack** every day ?
15 : What work is there every day after **cooking** ?

P1 : Is this (floor) **hard** or **soft** ?
S : Floor : wall, window-frame, window-glass.

P2 : Is a **(rod)** hard or soft ?
S : Rod : nail, screw, gun, plate, blackboard.

P3 : Is your **(cushion)** hard or soft ?
S : Cushion : bed, seat.

P4 : Are your (teeth) **hard** or **soft** ?
S : Teeth : bones, finger-nails, toe-nails, lips, tongue, skin.

P5 : Is **(rubber)** hard or soft ?
S : Rubber : paste, bread, powder, rice, paint.

P6 : Is this a **hard** (orange) or a **soft** orange ?
S : Orange : apple, mango, etc.

P7 : How do you make **hard** (earth) **soft** ?
S : Earth : paint, paste.

P8 : Is a **(cricket)** ball **harder** than a **tennis** ball or **softer** than a **(tennis)** ball ?
S : Cricket, tennis : hockey, tennis ; tennis, billiard ; cricket, football ; hockey, football ; billiard, football.

M : The Softest Beds

STRANGER : Are there any good **hotels** in this town ?

RAM : **Yes . . . North** Hotel is a good hotel.

STRANGER : Where **is** it ?

RAM *[pointing]* : **That's** North Hotel. It is the one which is **nearest.**

STRANGER : Are there any **better** hotels than the North Hotel ?

RAM : **Yes . . .** The **East** Hotel is better than the **North** Hotel ; but it's **farther** from here than the North Hotel.

STRANGER : Why is the **East** Hotel better than the **North** Hotel ?

RAM : It is **cleaner** than the North Hotel and the beds are **softer.**

STRANGER : Is the **East** Hotel the **best** hotel in the town ?

RAM : **No,** it is not the **best** hotel in the town . . . . The **South** Hotel is the best hotel in the town, but it is the one which is **farthest** from here.

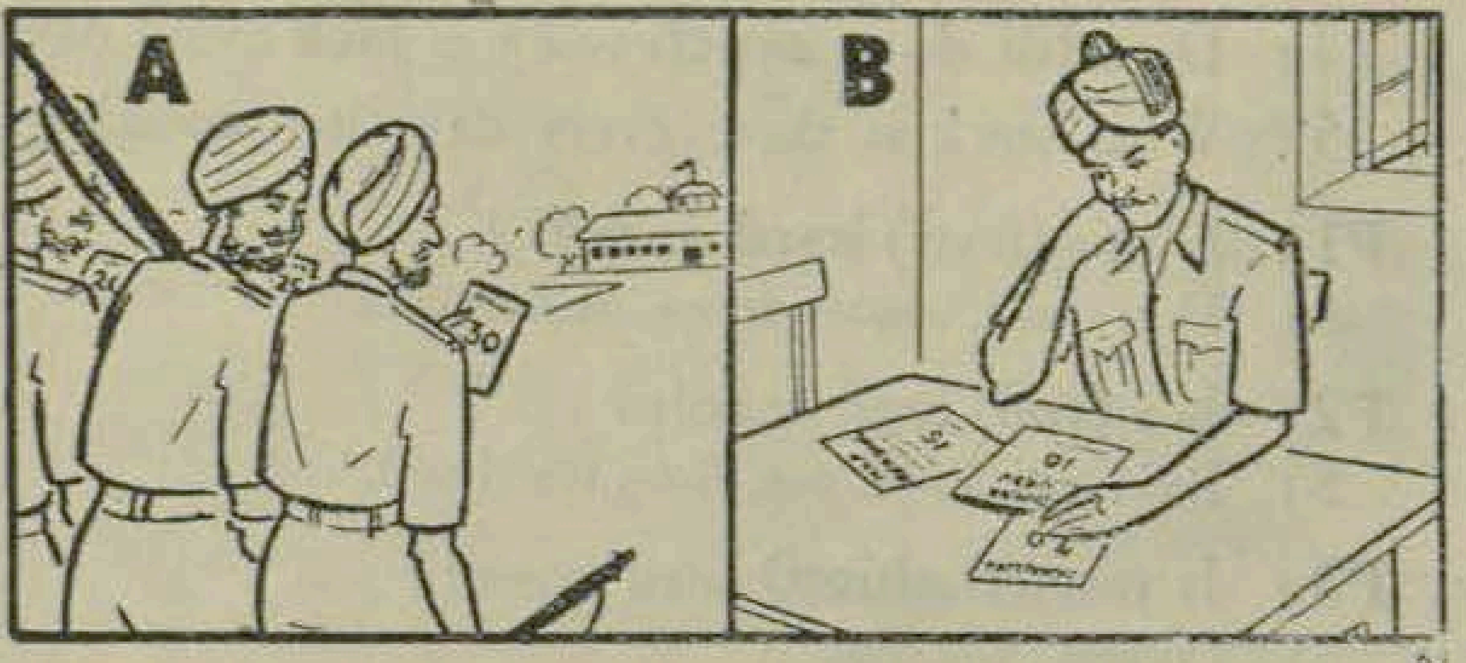
STRANGER : Why is the **South** Hotel the best in the town ?

RAM : Because it is the **cleanest** and has the **softest** beds.

STRANGER : I'll go to the **South** Hotel then.

Unit 63

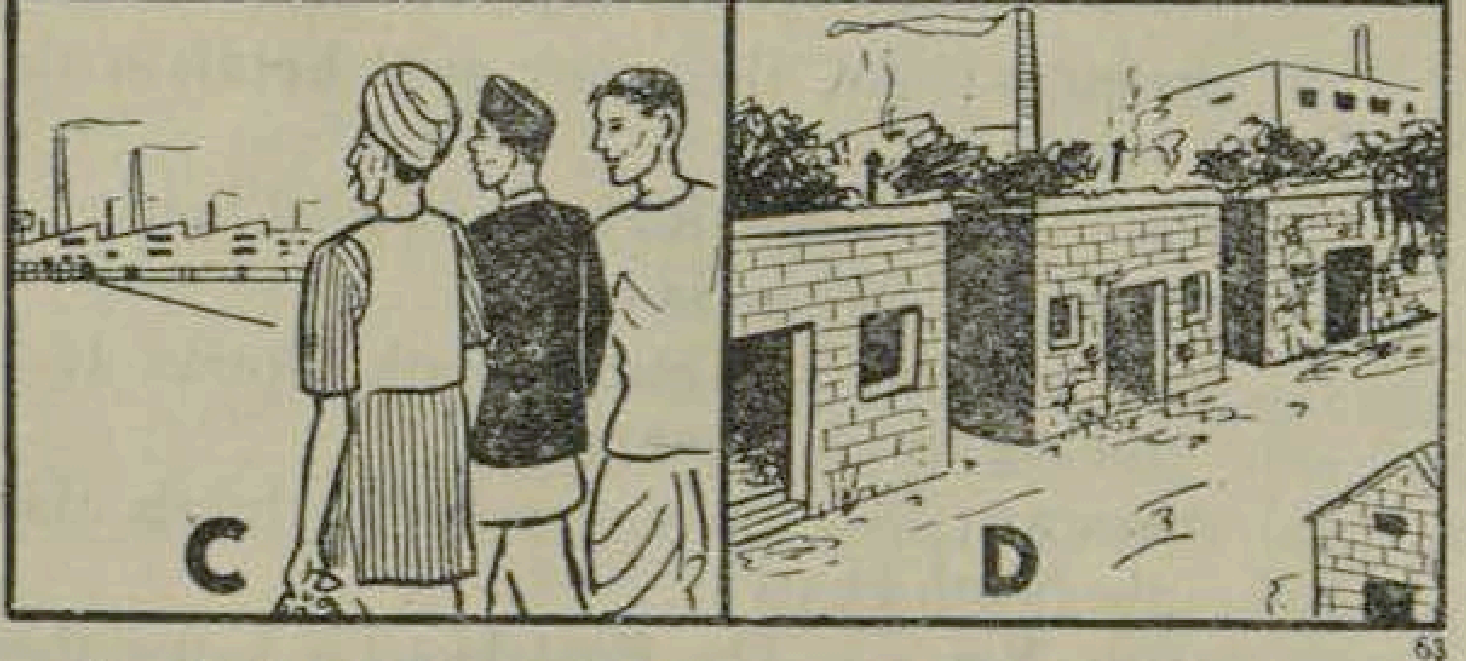
worse, worst



A. **Lal** Singh, **Ram** Singh and **Arjun** Singh are going back to the barrack-room after the **shooting** practice. They are very **sad.** Lal Singh's score was **30** points, Ram Singh's was **25,** and Arjun Singh's only **20.**

Lal Singh is a **bad** shot. But **Ram** Singh is a **worse** shot than **Lal** Singh, and of the three **Arjun** Singh is the **worst.** He has the **least** points. He is the **worst** shot in the **section.**

B. **Menon** is a **signaller**. The tests are **over ;** he is very **sad.** His mark in the **signalling** test was **20,** his mark in the **map-reading** test was **15,** and his mark in the **Roman Urdu** test was only **10.** His **signalling** is **bad.** But his **map-reading** is **worse** than his **signalling,** and his **Urdu** is the **worst** in the section.



C. **Lal, Mal** and **Pal** are on their way to **work.** They make **cloth** in one of the great **cloth-works** in the town. Their **working** hours are from **seven** in the **morning** to seven at **night.** The work is very **hard** because they are on their **feet** all day. But they get only **twenty** rupees a **month** for their work.

D. This is a picture of their **houses.** The three houses are **side** by **side.** They have only **one room.** Lal's house is **bad.** But **Mal's** house is **worse** than **Lal's** house, because it is **darker,** and **Pal's** house is the **worst** in the **street.** It is the **worst** because it is the **darkest.**

The **floor** of Lal's house is **bad.** But the floor of **Mal's** house is **worse** than the floor of **Lal's** house, because it is **wetter,** and the floor of **Pal's** house is the **worst** in the **street.** It is the **worst** because it is the **wettest.**

The **window** of Lal's house is **bad.** But the window of **Mal's** house is **worse** than the window of **Lal's** house, because it is **smaller,** and the window of **Pal's** house is the **worst** in the **street.** It is the **worst** because it is the **smallest.**

C. When we make a comparison between two things we say *worse than.* When we make a comparison between more than two things we say *the worst.*

A1 : Where are **Lal** Singh and **Ram** Singh and **Arjun** Singh **going** ?
2 : Are they **happy** ?
3 : What was **Lal** Singh's score ?
4 : What was **Ram** Singh's score ?
5 : What was **Arjun** Singh's score ?
6 : Is Lal Singh a **good** shot ?
7 : Who is the **worse** shot, **Lal** Singh or **Ram** Singh ?
8 : Of the three **Lal** Singh, **Ram** Singh and **Arjun** Singh,—who is the **worst** ?
9 : Who is the worst shot in the **section** ?

B1 : What's **Menon** ?
2 : Are the tests **over** ?
3 : Is Menon **happy** ?
4 : What was his mark in the **signalling** test ?
5 : What was his mark in the **map-reading** test ?
6 : What was his mark in the **Urdu** test ?
7 : Is his signalling **good** ?
8 : Which is **worse,** his **signalling** or his **map-reading** ?
9 : Is his Urdu the **best** in the section ?

C1 : Where are **Lal, Mal** and **Pal** going ?
2 : What sort of **work** do they do ?
3 : What are their **working hours** ?
4 : Why is the work so **hard** ?
5 : How much **money** do they get for their work ?

D1 : What's **this** a picture of ?
2 : What's the number of **rooms** in their houses ?
3 : Is Lal's house **good** ?
4 : Which is **worse, Lal's** house or **Mal's** house ?
5 : **Why** is Mal's house worse than Lal's house ?
6 : Which is the **worst** house in the street ?
7 : Why is **Pal's** house the **worst** in the street ?
8 : Is the **floor** of Lal's house **good** ?
9 : Which is **worse,** the floor of **Lal's** house or the floor of **Mal's** house ?

10 : **Why** is the floor of Mal's house worse than the the floor of Lal's house ?

11 : Which is the **worst** floor in the street ?

12 : **Why** is the floor of Pal's house the worst in the street ?

13 : Is the **window** of Lal's house **good** ?

14 : Which is **worse,** the window of **Lal's** house or the window of **Mal's** house ?

15 : Why is the window of **Mal's** house **worse** than the window of **Lal's** house ?

16 : Which is the **worst** window in the street ?

17 : **Why** is the window of Pal's house the worst in the street ?

P1 : **My** (table) is **bad ;** it has (a) **crack** in it. **Your** table has **(three)** cracks. Is **my** table worse than **your** table or is **your** table worse than **my** table ?

S : Table : seat, box, shelf, cupboard, cup, plate, glass, bucket.

2 : **My** (bag) is **bad ;** it has (two) **holes** in it. **Your** bag has **(four)** holes. Is my bag worse than **your** bag or is **your** bag worse than **my** bag ?

S : Bag : net, shoe, boot, sock, stocking.

3 : **My** (bread) is **bad ;** it is **hard. Your** bread is **harder.** Is **my** bread worse than **your** bread or is **your** bread worse than **my** bread ?

S : Bread : bed, hat, cushion.

4 : **My** (knife) is **bad ;** it is **old. Your** knife is **older.** Whose knife is **worse, your** knife or **my** knife ?

S : Knife : needle, nail, screw, scissors, nut-crackers.

5 : **Yesterday** the weather was **bad ;** it was **(cold). Today** it is **colder.** Was **yesterday's** weather worse than **today's** weather or is **today's** weather worse than **yesterday's** weather ?

S : Cold : wet.

6 : **Khan's** (table) has **(one)** crack in it ; **Thappa's** table has **(two)** cracks in it ; and **Ganpat's** table has **(four)** cracks in it. Of the three tables **whose** table is the **worst** ?

S : Table : seat, box, shelf, cupboard, cup, plate, glass, bucket.

7 : **Khan's** (bag) has **(two)** holes in it ; **Thappa's** bag has **(three)** holes in it ; **Ganpat's** bag has **(five)** holes ; and **Sami's** bag has **(seven)** holes. Of the four bags **which** is the **worst** ?

S : Bag : net, shoe, boot, sock, stocking.

8 : **Khan's** (knife) is not **sharp ; Thappa's** knife is **less** sharp than **Khan's** knife ; **Ganpat's** knife is the **least** sharp of the three. Of the **three** knives **whose** knife is the **worst** ?

S : Knife : needle, nail, screw, scissors.

M1 : Not Worse, Not Better

SAMI : How's **Keshav?** He was **very ill yesterday.** Is he **better** today ?

GANPAT : **No,** he **isn't.**

SAMI : He isn't **worse,** is he ?

GANPAT : **No,** he **isn't ;** he's the **same.**

2 : From Bad To Worse

SITA : Govinda is going from **bad** to **worse.**

RAM : **How** ?

SITA : The day before yesterday he was out from **four** to **seven.** But **yesterday** he was out from **morning** to **night.** He's going from **bad** to **worse.**

3 : The Worst of All the Games

A : Which is the worst of all **games** ?

B : **Cricket** is the **worst** of all games. Of all games it's the **least** interesting.

4 : The Worst Learner In Class

A : Who's the **worst** learner in **your** class ?

B : **Mohan** is the worst learner in **our** class ; he gets the **smallest** number of marks in **every** test.

5 : Jack and Jill

TOM [*reading paper*] : Jack's **married** !

JANE : What's wrong in **that** ?

TOM : "Oh, Jack is a **good-for-nothing** sort of man. He and I were at **school** together.

JANE : Good-for-**nothing** ?

TOM : He wasn't good at **anything.** His **arithmetic** was bad ; his **reading** was worse than his **arithmetic ;** and his **writing** was the **worst** in the **school.**

JANE : Poor **Jack** ! To whom is he **married** ?

TOM : To **Jill.**

JANE : **What,** to **Jill** ?

TOM : **Yes,** to **Jill.** What's wrong in **that** ?

JANE : Jill's a good-for-nothing sort of **girl.** We were at **school** together. Her **cooking** was **bad ;** her **needlework** was **worse** than her **cooking ;** and her **painting** was the **worst** in the **school.**

TOM : Poor **Jill** !

JANE : **But** they'll be **happy** with one another. They may not be good for **much** but they'll be good for one **another.**

Unit 64

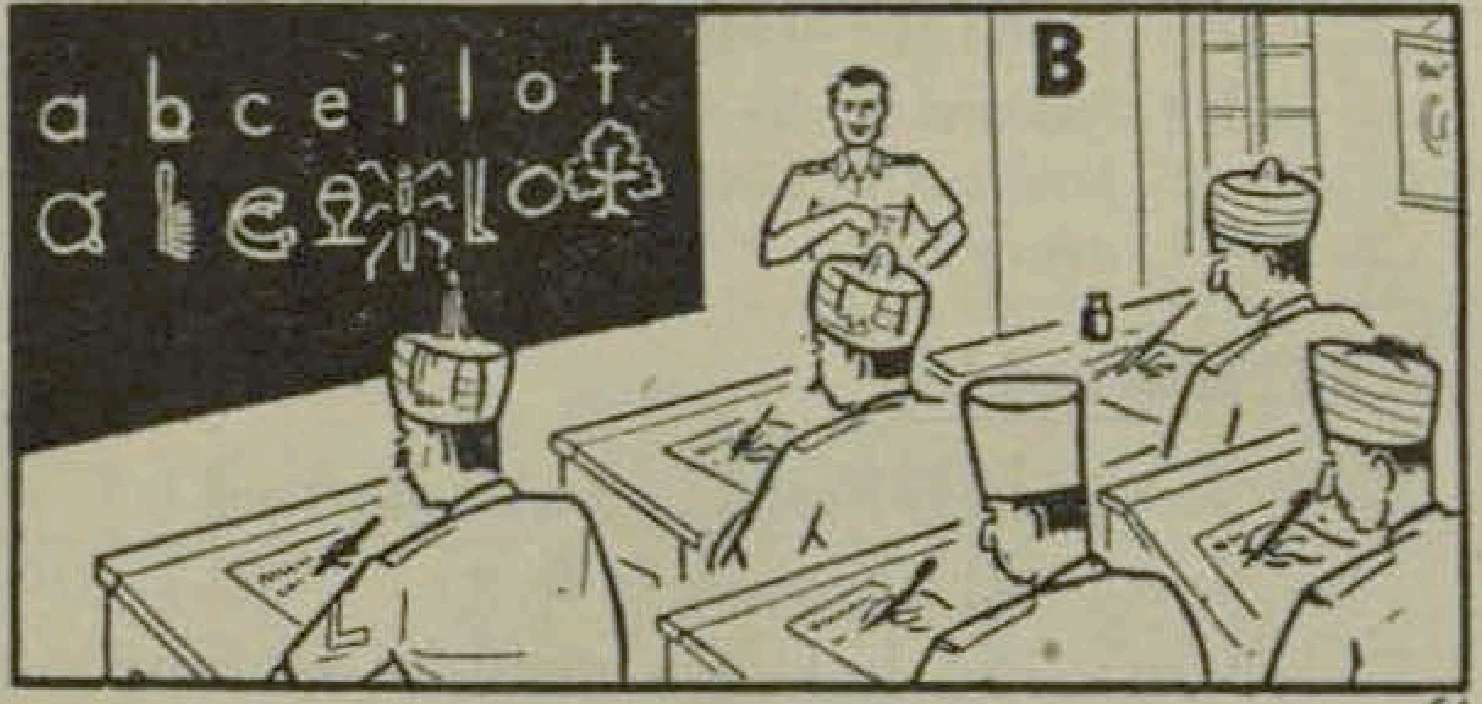
letter, like, ink



64

A. There are **five learners** in this class. Their names are **Khan,** Bhola **Ram, Das, Sami** and **Ganpat.** They are in the **Indian Army.** They are now learning **English.** The **teacher** is at the **blackboard.** They are learning **writing.**

On the **blackboard** are all the twenty-six **letters.** The **first** letter is *a* ; the **second** letter is *b* ; the **third** letter is *c* ; the fourth letter is *d* ; the **fifth** letter is *e* ; and the **twenty-sixth** and **last** letter is *z*.



64

B. On the blackboard are eight **letters** *a, b, c, e, i, l, o* and *t*. Under the letter *a* there is a picture of an **apple,** because the letter *a* is **like** an apple. Under the letter *b* there is a picture of a **brush,** because the letter *b* is **like** a brush. The letter c is like a **collar.** The letter *e* is like an **egg-cup.** The letter *i* is like an **insect.** The letter *l* is like a **leg.** The letter *o* is like an **orange.** And the letter *t* is like a **tree.** The pictures are on the **blackboard** because they are a great **help** in learning the **letters.**

The men are writing the letters in their **writing-books.** They are learning **writing.**

Khan and Bhola **Ram** are writing with **pencils.** But **Das** is writing with a **pen.** He has a **bottle** in front of him. There is **ink** in the bottle. The bottle is **full** of **ink.** The **colour** of the ink is **black.** Das is writing in **ink.** He is writing in **ink** with a **pen.**

Sami and Ganpat are not writing with a **pencil ; they** are writing with pens. But there are no ink-bottles in front of **them.** There is ink **in** their pens. There is **red** ink in **Sami's** pen, and **black** ink in **Ganpat's** pen.

Khan **never** does his writing in **ink.** He never does writing in **ink** because he says that writing in ink makes his **fingers** dirty. When he does his writing with a **pencil** he is able to keep his fingers **clean.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *like*.

A1 : What's the number of **learners** in this class ?
2 : What are their **names** ?
3 : What **are** they ?
4 : What are they doing **now** ?
5 : Where is the **teacher** ?
6 : What are the men **learning** ?
7 : What's on the **blackboard** ?
8 : What's the **first** letter ?
9 : What's the **second** letter ?
Etc. (26 questions).

B1 : What's on the **blackboard** ?
2 : What's the letter *a* **like** ?
3 : What's the letter *b* **like** ?
4 : Which letter is like a **collar** ?
Etc. (5 more questions)
5 : Why are these pictures on the **blackboard** ?
6 : What are the men **writing** ?
7 : What are they **learning** ?
8 : What are **Khan** and **Bhola Ram** writing with ?
9 : What's **Das** writing with ?
10 : Where is the **bottle** ?
11 : What's **in** the bottle ?
12 : Is the bottle **full** ?
13 : What's the **colour** of the ink ?
14 : What's **Das** writing in ?
15 : What are **Sami** and **Ganpat** writing with ?
16 : Are there any ink-bottles in front of **them** ?
17 : Where's the **ink** then ?
18 : Is **Sami's** ink **red** or **black** ?
19 : What's the colour of **Ganpat's** ink ?
20 : Does **Khan** ever do his writing in **ink** ?
21 : Why **doesn't** he do his writing in **ink** ?
22 : **When** is he able to keep his fingers clean ?

P1 : What's the (**first**) letter of the English alphabet ?
S : First : second, third, etc.

2 : Put the letter *a* on the **blackboard** . . . What are you putting on the blackboard ?
S : a : any other letter.

3 : Do you ever do your writing in **(red)** ink ?
S : Red : black, green.

4 : Is the face of a **(clock)** like the face of a **man** ?
S : Clock : house, cat, dog, rat.

5 : Is the leg of a **(table)** like a **man's** leg ?
S : Table : seat, cat, dog, rat.

6 : What's the tongue of a **(shoe)** like ?
S : Shoe : flame, dog.

M1 : Put Ink In Pen

BOSE : Let me have your **pen** for a minute.

DAS : There isn't any **ink** in it.

BOSE : I've some **red** ink ; I'll put it in your **pen.**

DAS : I'm **sorry**. I **never** put red ink in my pen.

2 : Like His Father

A [*pointing*] : Whose son's **that** ?

B : That's **Hamid's** son.

A : He's **very** much like his **father.** The **father's** tall ; so is the **son.** The **father** has brown eyes ; so has the **son.** The **father** has a bent nose ; so has the **son.** He is **very** much like his father.

3 : Boys Like Him

FRIEND [*seeing Prem give bath to baby*] : Is that your **brother** ?

GOVINDA : **Yes. Why** ?

FRIEND : He gives much help to his **mother, doesn't** he ?

GOVINDA : **Yes,** he **does.**

FRIEND : Boys like him make good **fathers.**

4 : Like Sugar

A : Is that a **sweet** mango ?

B [*having mango*] : **Yes.**

A : Is it very **sweet** ?

B : It is **so** sweet that it is almost like **sugar.**

5 : What's He Like ?

A : Who's that over **there** ?

B : That's our new **English** teacher.

A : What's he **like** ?

B : He's a very good **teacher.**

A : Is he as good as the **last** one ?

B : Not **quite** as good, but **almost.**

Seatwork (Units 62-64)

A. *Put the right word from this list in the spaces* :
cushion, hard, soft, letter, ink, like.

1. A stone is very .... ; but wet earth is very ....
2. 'a', 'b', 'c', 'd' are ....
3. A .... is for resting our heads on.
4. Writing in .... will make our fingers dirty.
5. The letter *a* is .... an apple.

B. *Put these statements differently by using* worse :

1. My room is darker than your room.
....
2. The windows of my house are small but the windows of your house are smaller still.
....
3. These biscuits are not as bad as those biscuits.
....
4. The pain in my chest is greater than the pain in my head.
....

C. *Put these statements differently by using* worst :

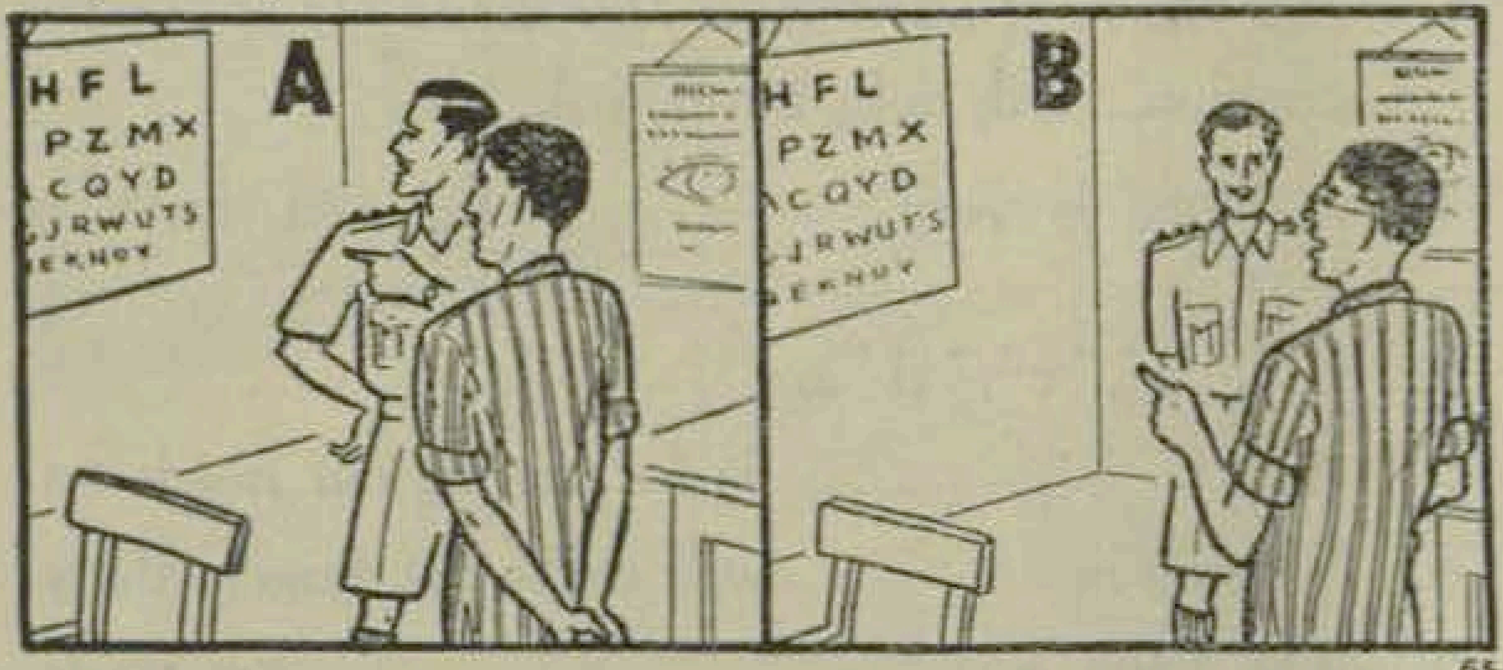
1. This pen is worse than any other pen in the box.
....
2. This is the bitterest nut in the bag.
....
3. Of all the men in the unit he gets the least points in the shooting practices.
....
4. This is the narrowest street in the town.
....

D. *Put the errors in these statements right* :

1. This shelf is bad ; but that shelf is still bad.
....
2. My bag is more worse than your bag.
....
3. Of the three men Bose is worse in signalling.
....
4. My map-reading is worst than Khan's map-reading.
....
5. This hat is worst than any other hat on the shelf.
....
6. Yes, Rama does as much work than Sita.
....

Unit 65

see, look, make out

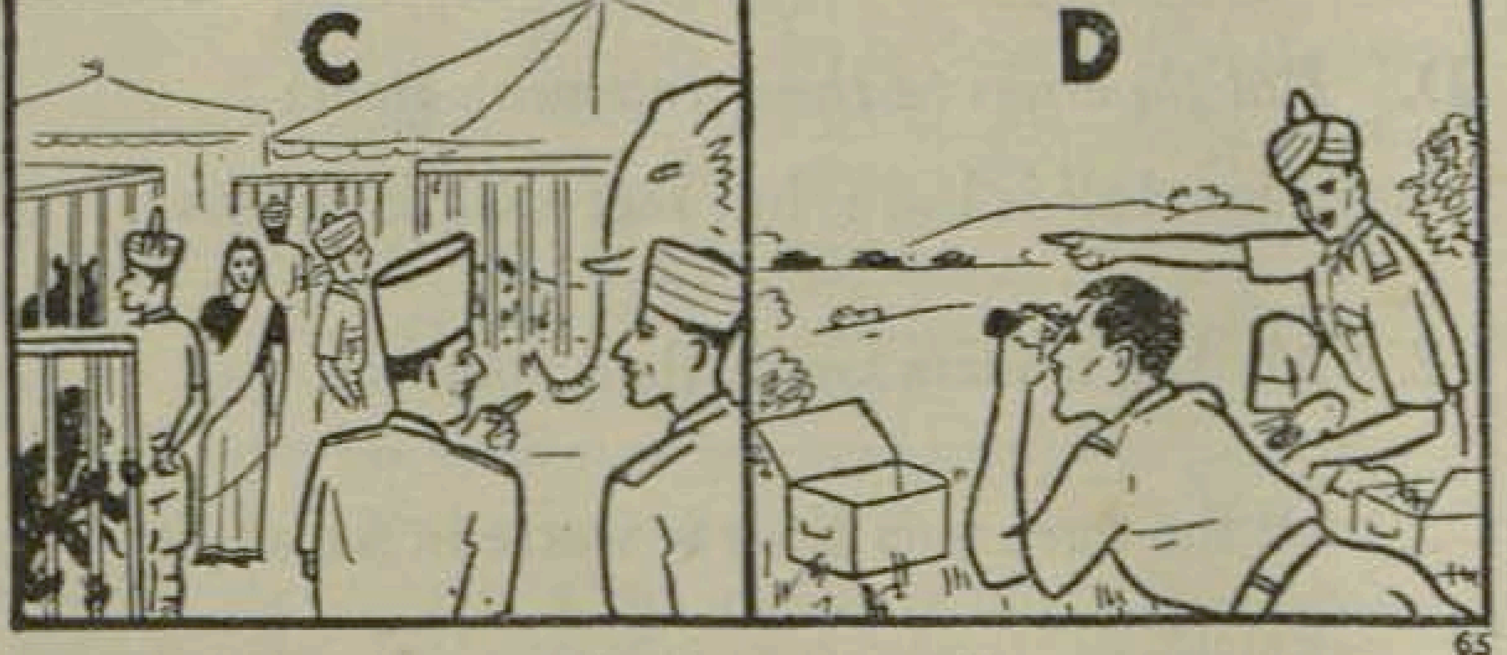


65

A. Capt. **Prasad** is testing the recruit's **eyes.** This is the room in which the tests take **place.** Capt. Prasad is testing the eyes of the **third** recruit of the **day.** On a **card-board** on the wall are a number of **letters.** Not **all** the letters on the card-board are **small,** but **some** of the letters are **very** small.

This recruit is able to see **all** the letters on the card-board. But he is not able to see what **some** of the letters **are.** He is able to see what the **first** letter is : it is H. He is able to see what the **second** letter is : it is F. He is able to see what the **third** letter is : it is L. He is able to see only what **ten** out of the twenty-six letters are. His eyes are **bad.** But the eyes of the **second** recruit were **worse ;** he was able to see only what **seven** out of the twenty-six letters were. The eyes of the **second** recruit were **worse** than the eyes of the **third** recruit, but the eyes of the **first** recruit were the **worst of all ; he** was able to see only what **five** out of the twenty-six letters were.

B. Capt. Prasad is now testing the recruit's eyes with **glasses** on. The recruit is able to see **better** with the glasses **on** than **without** the glasses. He is now able to see what **fifteen** out of the twenty-six letters are. Capt. Prasad will not put this recruit into the **fighting** forces ; the recruit's eyes are not **good** enough for that. He will put him into the **I.A.C.C.** (Indian Army Corps of Clerks).



65

C. Khan, Bhola Ram, Das, Sami and Ganpat are at a '**circus.**' Khan is having a look at a **bear.** Bhola Ram is having a look at a **lion.** Das is having a look at a **tiger.** What is **Ganpat** having a look at ?

SAMI : **Ganpat** ! Have a look at this **elephant. Ganpat** ! What are **you** looking at ?

GANPAT : **Why,** I am looking at that **monkey.**

SAMI : You are not looking at the **monkey ;** you are looking at that **girl** over there.

GANPAT : Isn't she **good-looking ?**

SAMI [*looking at girl*] : Not **bad** !

GANPAT : Not **bad** ! Have a **good** look at her.

SAMI : **Well, I'm** here to see the **lions** and the **tigers,** not to keep looking at the **girls.**

GANPAT : We don't see girls in **camp,** Sami. You are **married.** I'm **not.** You go on looking at the **lions,** and I'll go on looking at the **girls.**

D. FIRST SEPOY [*pointing*] : What's **that** ?

SECOND SEPOY : **Where** ?

FIRST SEPOY [*still pointing*] : **There,** in the centre **back-ground.** Have a **look** !

SECOND SEPOY : **Yes . . .** I see a number of '**vehicles**'.

FIRST SEPOY : Are you able to make out what they **are** ? Are they **tanks** or **armoured cars** ?

SECOND SEPOY : **No,** I'm **not** able to make them out. Where are the **field-glasses** ?

FIRST SEPOY : Are they in your **box** ?

SECOND SEPOY : **No,** they're **not.**

FIRST SEPOY : They may be in **my** box then . . . [*Giving box*] Have a look in **my** box.

SECOND SEPOY : **Yes,** they **are** in your box. . . [*Puts them on*]

FIRST SEPOY : **Well,** are you able to make out what they are **now** ?

SECOND SEPOY : **Yes,** they are **tanks . .** Get out your **radio . .** Or better **still,** let's go back and see the section commander at the **base.**

FIRST SEPOY : **Yes, that's** better.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *see, make out* AND *look.*

A1 : What's Capt. Prasad **testing** ?
2 : Where do the tests **take place** ?
3 : Whose eyes is Capt. Prasad **testing** ?
4 : What's on the **card-board** on the wall ?
5 : Are the letters **small** ?
6 : Is this recruit able to see **all** the letters on the card-board ?
7 : Is he able to see what all the letters **are** ?
8 : Is he able to see what the **first** letter is ?
9 : What **is** the first letter ?
10 : Is he able to see what the **second** letter is ?
11 : What **is** the second letter ?

12 : Is he able to see what the **third** letter is ?

13 : What **is** the third letter ?

14 : Is he able to see what the letters all **are** ?

15 : Are his eyes **good** ?

16 : Are his eyes **worse** than the eyes of the **second** recruit ?

17 : Whose eyes were the **worst** ?

18 : **Why** do you say that ?

B1 : Has the recruit **glasses** on ?

2 : Is he able to see **better** with the glasses **on** than **without** glasses ?

3 : Why do you say **that** ?

4 : Where will Capt. Prasad **put** this recruit ?

5 : Why won't he put him into the **fighting** forces ?

C1 : Where are **Khan, Bhola Ram, Das, Sami** and **Ganpat** ?

2 : What's **Khan** having a look at ?

3 : What's **Bhola Ram** having a look at ?

4 : What's **Das** having a look at ?

5 : Is **Ganpat** looking at the **monkey** ?

6 : What **is** Ganpat looking at ?

7 : Is the girl **good-looking** ?

8 : Is Sami here to keep looking at the **girls** ?

9 : Why are girls more interesting to **Ganpat** than they are to **Sami** ?

D1 : What do the two sepoys see in the **centre back-ground** ?

2 : Is the first sepoy able to make out what they **are** ?

3 : Where are the **field-glasses** ?

4 : Is he able to make out what the vehicles **are** through the **field-glasses** ?

5 : Are they **tanks** or armoured **cars** ?

6 : What are the two sepoys going to do **now** ?

P1 : What do you see on my **(table)** ?

S : Table : seat, wall, black-board, box, in right hand, in left hand.

2 : Do you see a **(dog)** on my table ?

S : Dog : cat, snake, rat.

N : 'No' answers.

3 : Are you able to see my (table) from your **place** ?

S : Table : seat, black-board, this window, this door.

4 : Will you go and see if my **(book)** is in that **box** ? . . .Why are you going to the box ?

S : Book : pen, pencil, lock, key, glasses.

5 : There's someone (at the **door**). Will you go and see who's at the **door** ? . . . Why are you going to the **door** ?

S : At the door : outside the window, near my car, near the apple tree, near the orange tree.

6 : Have a look at my **(table)** . . . What are you looking at ?

S : Table : seat, black-board, window, door, calendar, picture, book, map, box.

7 : Where's my **(hat)** ? . . . Sami ! Have a look for my **hat . . . What** are you looking for ?

S : Hat : stick, pen, key, lock, glasses, bell, knife, brush, hammer, haversack, water-bottle, bandolier, etc.

M1 : See What It Is

A [*after putting letter on black-board*] : Are you able to see what this **letter** is ?

B : **Yes.**

A : What **is** it ?

B : It's *m*.

S : m : n, o, p, q, l, r, etc.

2 : Make Out What It Is

A [*after making picture on black-board*] : Are you able to make out what this is a **picture** of ?

B : **Yes.**

A : What **is** it a picture of ?

B : It's a picture of a **(seat).**

S : Seat : table, box, bag, rifle, etc.

3 : See If

RAM : I'm going to do some **reading** . . . Will you go and see if my book is on that **shelf** ?

PREM : **Yes,** it **is** on the shelf.

RAM : Please give it to **me.**

4 : Go And See

RAM : There's someone at the **door.** Will you go and see **who** is at the door ?

GOVINDA : It's someone from your **office.**

RAM : Let him **in.** [*To friend when he is coming in*] : **Do** come in. How **are** you ?

FRIEND : How are **you** ?

5 : A Looking-Glass

KHAN : You have a small **cut** near your eye.

SAMI : **Have** I ? . . . I'll have a **look . . .** Where's my **looking-glass** ? . . **Here** it is . . . [*Looking into looking-glass*] : **Yes,** I have a cut **here.**

KHAN : I'll give you some **iodine.**

SAMI : **Thank** you ! [*Puts looking-glass in box*].

W : Putting right errors : I am seeing a (book) on your table.

Unit 66

may



A. Ram is at the door of his **house.** The **other** man is a **postman.** He is giving Ram a **letter.** Ram is looking at the **cover** of the letter. Who is the letter **from**? The writing is not very **clear.** It **may** be an office letter, or it **may** be from a friend.

B. Ram is in his **seat.** He is smoking a **cigarette.** He has his **glasses** on. The letter is **open.** He sees it is from **Mohan,** Sita's **brother. Mohan** is a **captain** in the **Indian Army.** The writing on the cover was not **clear** to Ram because this is Mohan's **first** letter to him. The letter is from **Delhi.** Here is the **letter:**

My dear **Ram,**

I am writing this letter from **Delhi.** I am coming to Lahore in a day or **two.** I **may** come on **Sunday** or I **may** come on **Monday** or I **may** come on **Tuesday.** If I do not come on **Sunday** or **Monday** I will come on **Tuesday.** But please do not come to the **station.** I **may** come in the **morning** or I **may** come at **night.** I **may** come by **train,** I **may** come by **car** or I **may** come by **airplane.** So please do not come to the **station.** I have a friend here who may come **with** me.

I am doing **well.**

Yours,
Mohan



C. Today is **Sunday.** Ram and Sita are on their way to the **railway** station. Mohan **may** come today or he may **not.** But Ram and Sita are **going** to the station **all** the same. Mohan is coming to Lahore for the first **time.** He is **new** to Lahore. He **may** not be able to get to their house without **help.** That is why Ram and Sita are going to the **station.**

There are **clouds** in the sky. They **may** be rain clouds or they may **not** be rain clouds. If they are **not** rain clouds there will not be any **rain.** If they **are** rain clouds there **will** be rain. But Ram and Sita have **umbrellas** in their hands, so if there **is** rain they will not get **wet.**

D. Ram and Sita are away at the **station.** Kamala is in the room with **Prem** and the **baby.** At **one** end of the room we see a **kettle** on a **fire.** Some **water** is boiling in the kettle. Kamala will not let the baby go **near** the kettle. If he goes near the kettle he **may** put his hand into the boiling **water.** If he puts his hand into the boiling **water** he will get a bad **burn.**

There is a box of **matches** on a table. Kamala will not let her small **brother** take the box of matches. If he takes the box of matches he **may** put a burning match to one of the **curtains.** If he puts a burning match to one of the curtains the curtain **may** take fire. If the **curtain** takes fire, the **house** may take fire.

There is a **hammer** on the table with the box of **matches.** Kamala will not let her small brother take the **hammer.** If he takes the hammer he **may** get the glass in one of the windows **broken.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *may.*

A1: Where's **Ram**?
2: Who is the **other** man?
3: What's the postman **giving** Ram?
4: What's Ram **looking** at?
5: Is the writing on the cover **clear**?

B1: Where is Ram **now**?
2: What's he **smoking**?
3: Who is the letter **from**?
4: Who is **Mohan**?
5: Why wasn't the writing on the cover **clear** to Ram?
6: Where's the letter **from**?
7: On what day is he going to **come**?
8: What part of the day will he get to **Lahore**?
9: How will he **come**?

C1: What day is it **today**?
2: Where are Ram and Sita **going**?
3: Will Mohan come **today**?
4: Why are Ram and Sita going to the **station** then?
5: Will Mohan be able to get to their house without **help**?
6: Are there any **clouds** in the sky?
7: Are they **rain** clouds or are they **not**?
8: Will there be **rain** if they are not **rain** clouds?

9 : Will Ram and Sita get **wet** if there is **rain** ?

D 1 : Where are **Ram** and **Sita** ?

2 : Who is in the **room** ?

3 : What's boiling in the **kettle** on the **fire** ?

4 : Why won't Kamala let the baby go **near** the kettle ?

5 : What will the boiling water do to the **baby** if he puts his **hand** into it ?

6 : Is there a box of matches on the **table** ?

7 : Will Kamala let her small **brother** take the matches ?

8 : **Why** won't Kamala let her small brother take the box of matches ?

9 : Will the curtain take **fire** if he puts a burning match to it ?

10 : What **other** thing may take fire if the **curtain** takes fire ?

11 : What's on the table with the box of **matches** ?

12 : Will Kamala let her small brother take the **hammer** ?

13 : **Why** won't Kamala let her small brother take the hammer ?

P1 : What are you going to do on **Sunday** ?

: Answer : I may do some (reading), etc.

2 : Where are you going to have your **(tea)** tomorrow ?

S : Tea : morning meal, four o'clock tea, night meal.

N : Answer : I may have my (tea) at the (canteen) tomorrow.

3 : Are you going **out** after your tea tomorrow ?

N : Answer : Yes, I may go to the (pictures).

M1 : You May Get A Cold

KHAN : Are you going **out** ?

DAS [*who is getting ready*] : **Yes.**

KHAN : Put on your **warm** coat then. It's very **cold** outside. If you go out without your **warm** coat you **may** get a **cold.**

2 : You May Get A Pain

SAMI : Don't have that **banana.**

GANPAT : **Why** not ?

SAMI : It's a **bad** banana. You **may** get a pain in the **stomach . . .** See how **soft** it is !

GANPAT : **Yes,** it **is** a bad banana ; I won't **have** it.

3 : He May Have A Fall

RAM : The baby's on the **seat.** Please take him **off** the seat. He may have a **fall.**

SITA : No, he **won't** have a fall.

RAM : **Why** not ?

SITA : **I'm** here by his side and **I'll** keep him from falling.

4 : Teacher May Give Me A Punishment

GOVINDA : My books aren't in my **box or** on the table.

RAM : Go to school **without** your books.

GOVINDA : If I go to school without my books teacher **may** give me a **punishment.**

RAM : Don't **go** to school then.

5 : Someone May Take It

SAMI : Your **money** is on that table. Don't keep your money on the **table.**

KHAN : **Why** not ?

SAMI : Someone may take it **away.** Put the money in your **box.** Here's a **lock** and **key** for you.

KHAN [*taking it*] : **Thank** you !

6 : Maybe

GOVINDA : Let's have a game of **tennis** tomorrow.

ALI : Who will give us the **net** ?

GOVINDA : Maybe **Mohan** will give us the net.

ALI : Who will give us the **balls** ?

GOVINDA : Maybe **Suresh** will give us the **balls.**

ALI : Who will give us the **racquets** ?

GOVINDA : Maybe **Hussein** will give us the **raquets.**

ALI : Who will make the **tea** ?

GOVINDA : Maybe **Kasim** will make the **tea.**

ALI : **Maybe, maybe, maybe** ! Everything is **maybe** ! And if Mohan **doesn't** give us the nets, and Suresh **doesn't** give us the balls, and Hussein **doesn't** give us the racquets, and Kasim **doesn't** make the tea—what **then** ?

GOVINDA : Then maybe **I** will get the net and the balls and the racquets and make the tea.

ALI : **Maybe** !

W1 : Learners to put *may* or *will* in sentences : If you put a burning match to (paper) the paper . . . . take fire.

2 : Learners to put *may* or *will* in sentences : That building . . . be a (house) or a (hotel).

3 : Learners to put *may* and *will* : I . . . . come on (Monday) or (Tuesday). If I don't come on (Monday) I . . . . come on (Tuesday).

Unit 67

may



A

A. Here are a number of things which a sepoy may **not** do. He may **not** go on parade in **mufti.** He may **not** have a bidi or a cigarette in his **mouth** when he is on **parade.** He may **not** go to parts of the town which are '**out** of bounds'. He may **not** take his **rifle** when he goes to the **bazaar.**



B

B. Here are a number of things which a sepoy **may** do. He **may** have a bidi or a cigarette or a hookah in his **quarters.** He **may** have a meal in a **cafe.** He **may** go to parts of the town which are '**in** bounds'. He **may** take his stick when he goes to the **bazaar.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *may*.

A1 : May a sepoy go on parade in **mufti** ?

2 : May he have a bidi or a cigarette in his mouth when he is on **parade** ?

3 : May he go to parts of the town which are '**out** of bounds' ?

4 : May he take his **rifle** when he goes to the **bazaar** ?

B1 : May he have a bidi or cigarette or a hookah in his **quarters** ?

2 : May he have a meal in a **cafe** ?

3 : May he go to parts of the town which are '**in** bounds' ?

4 : May he take his **stick** when he goes to the **bazaar** ?

P1 : May I have your (**pen**) for a minute ?

S : Pen : pencil, book, rubber, stick, etc.

N : It is not important if the answer is 'yes' or 'no.'

2 : I have your (**English** book) . . . May I **keep** it for a day ?

S : English book : needle, knife, water-bottle, pull-through, box of dubbin, etc.

N : It is not important if the answer is 'yes' or 'no.'

3 : Here is your (**English** book) . . . May I put it on your **shelf** ?

S : English book : needle, knife, water-bottle, pull-through, box of dubbin, etc.

M1 : May I Put On New Hat ?

RAM : We're going to the **pictures.** Go and get **ready.**

PREM : May I put on my new (**hat**), father ?

RAM : **Yes,** you **may.**

PREM : **Thank** you, father !

S : Hat : coat, shirt, shoes, boots, shorts, trousers.

2 : May I Take Pencil ?

KHAN : I haven't a (**pencil**). May I take a pencil from **your** box ?

DAS : **Yes,** you **may.**

KHAN : **Thank** you ! I'll give the pencil **back** to you at the end of the **day.**

S : Pencil : pen, book, knife, spoon, tooth-brush, hair-brush, boot-brush.

3 : May I Give Apple ?

RAM : Here are some good **apples** for you.

PREM : **Thank** you, father ! May I give one to my **friend** ?

RAM : **Yes,** you **may.**

PREM : **Thank** you !

S : Apple : orange, mango, banana, etc.

4 : May I Keep Hammer ?

SAMI : I'm taking your **hammer** with me.

GANPAT : **Are** you ?

SAMI : **Yes.** May I **keep** it for a day or two ?

GANPAT : **Yes,** you **may.**

S : Hammer : bell, bag, stick, clock, calendar, etc.

5 : May I Go ?

GOVINDA [*reading a book*] : I'm **tired,** mother.

SITA : **Are** you ?

GOVINDA : **Yes** . . . May I go to **bed** ?

SITA : **Yes,** if you're **tired.**

6 : May I Take Leave ?

SEPOY : May I take a month's **leave,** sir ?

C. O. : What **for** ?

SEPOY : My father is very **ill** and there is no one to do the work on the **farm.**

C. O. : You may have **fourteen days'** leave, but not a **month's** leave.

SEPOY : **Thank** you, sir.

7 : May I Come In ?

MOHAN [*at door with bag*] : May I come **in** ?

RAM : **Yes** . . . How **are** you, Mohan ?

MOHAN : **I'm** all right, thank you ! How are **you** ?

RAM : All right, **thank** you. Take a **seat.** Where's **Sita** ? **Sita** ! Here's your brother **Mohan** !

SITA : I'm coming in a **minute.**

MOHAN [*after taking seat*] : May I have a **smoke** ?

RAM : **Yes** . . . Have you a **cigarette** ?

MOHAN : **Yes** . . . But I haven't any **matches.** May I have a **match** ?

RAM : **Yes.** [*Gives him a match*].

MOHAN : **Thank** you ! May I have some **tea** ?

RAM : **Yes.** Sita is **making** some tea for you. It'll be **ready** in a minute.

MOHAN [*seeing Sita come in with tea*] : **Thank** you, Sita. How **are** you ?

SITA : Will you have some **biscuits** with your tea ?

MOHAN : **No,** thank you ; I'll have only a cup of **tea.** [*Tasting tea*] : May I have some **sugar** ?

SITA : **Yes.** Isn't the tea **sweet** enough ?

MOHAN : **No,** not **quite.** [*Tasting again*] : May I have some **more** sugar ?

SITA : **Yes** . . . [*Mohan has tea*].

RAM : Where's your **friend** ? Isn't **he** coming ?

MOHAN : **No.** He's going straight to **Peshawar.**

RAM : How's **Delhi** ?

SITA : He's **tired,** Ram. Let him have a **rest.** Your **bed's** ready, Mohan. After a rest you may have your **meal.**

MOHAN : **Thank** you.

Seatwork (Units 65-67)

A. *Put the right word from this list in the spaces :* see, look, may.

1. It is very dark ; I am not able to .... my way.
2. .... I come in ?
3. I .... a sentry at the door.
4. We are .... at an airplane.
5. He .... be a Punjabi or he .... not.
6. What are you .... for ?
7. I am not able to .... what the letter on the blackboard is.
8. After his mid-day meal a sepoy .... go out.

B. *Put the right word in the spaces :*

1. He is looking .... the picture on the wall.
2. I am looking .... my pencil. Is it in your bag ?
3. .... a look at that man.
4. I am not able to make .... if it is a British or a Japanese tank.

C. *Put a line through the wrong word or words in the brackets :*

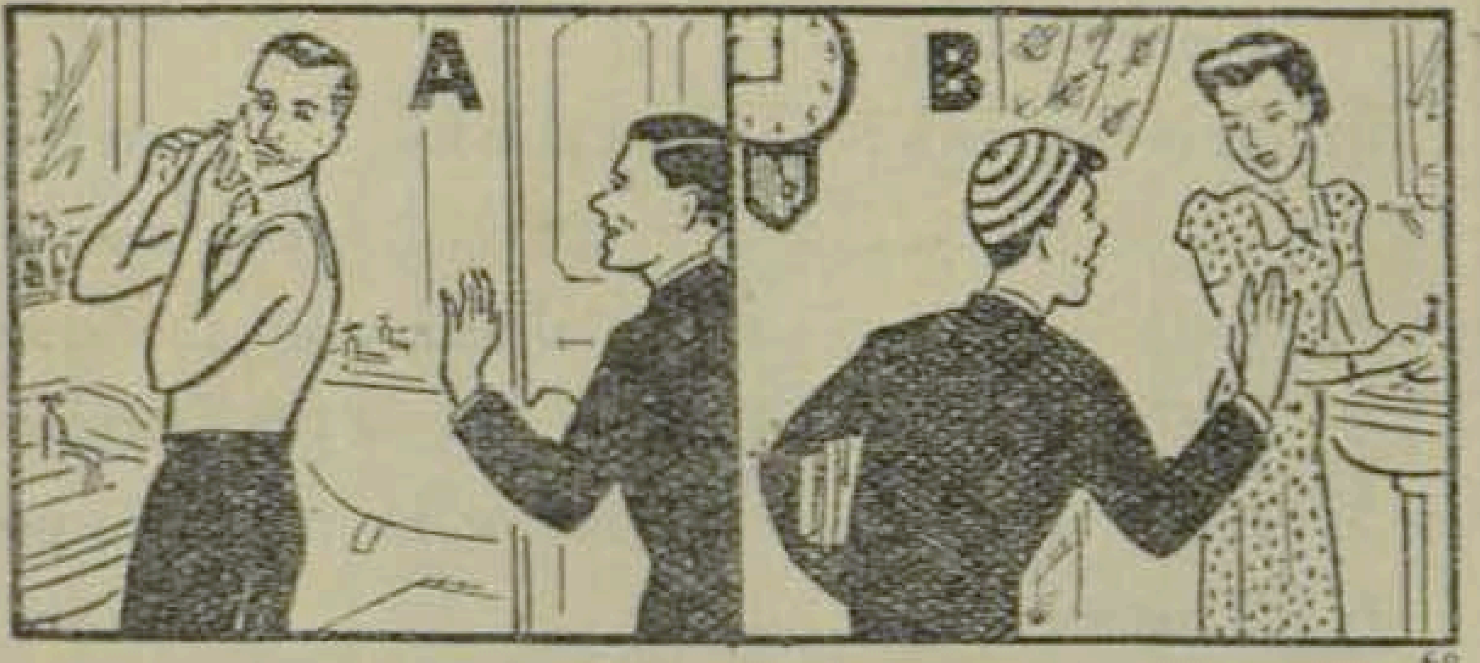
1. I (may, will) come in the morning or I (may, will) come at night.
2. (May, will) I have your torch for a minute ?
3. If you go out in the rain without your umbrella you (may, will) get wet.
4. If you keep a pot of water on the fire the water (may, will) get warm.
5. You (may, will) not have a smoke when you are on parade.
6. I (see, am seeing) a cat on the table.

D. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
   Yes, the recruit is able to see all the letters.
2. ....
   They are looking at a tank.
3. ....
   I am looking for my pugree.
4. ....
   Yes, you may go.
5. ....
   No, he was so far away that I was not able to make out who the man was.

Unit 68

say



A. This is a room in Mr. **English's** house. Mr. English is **shaving** in front of a **looking-glass.** In comes his son **John.** "Good **morning,** father," he **says.** "Good **morning,** John," says his **father.** Father and son are **smiling.** They are **great** friends, **these** two.

B. It is nine **o'clock** and John is ready to go to **school.** Mrs. English is washing her hands at the **wash-basin.** "**Good-bye,** mother," says John, "I'm off to **school.**" "**Good-bye,** John," says his mother. "You'll be back before **dark, won't** you?" "**Yes,**" says John.



C. John and his friend Henry are at **school.** John and Henry are good **friends. John** has no **pencil** with him. Henry is giving **John** one of **his** pencils. "**Thank** you, Henry," says **John.**

D. John and Henry are coming **back** from school. They are in front of a **store.** Henry sees some **sweets** in the window. They are very **good** sweets. But Henry has no **money** with him. He says to John, "**John,** have you any **money**?" Says John to Henry, "I'm **sorry**, Henry, I've **no** money."

E. It is ten at **night.** John's work is **complete.** He is getting ready to go to **bed.** His mother is at the table **stitching.** He says to his mother, "**Good-night,** mother, I'm going to **bed.**" Says Mrs. English to **John,** "**Good-night,** John. You will be up **before** seven, won't you?" "Yes, mother," says John.

In **England,** when someone sees a friend for the first time in the **morning,** he says, "Good **morning,**" and his friend says, "Good **morning.**" They say to one another, "Good **morning,**" "Good **morning.**" Before going to bed at night they say to one another, "Good **night,**" "Good **night.**" If you give something to someone he will say, "**Thank** you."

In some parts of **India,** when a **Hindu** sees a friend, he says, "**Ram, Ram . . . Ram, Ram,**" and the friend says to him, "**Ram, Ram . . . Ram, Ram.**" They say to one another, "**Ram, Ram . . . Ram, Ram**". When a **Muslim** sees a friend for the first time in the day he says to his friend, "**Adab Arz Hai**" or "**Salam Alekum,**" and the other says, "**Alekum salam.**" In **Canarese** they say "**Namaskar.**" How do they say "**Salam Alekum,**" or "**Namaskar,**" in **Bengali** or **Tamil** or **Telugu**?

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *say*.

A1: What's **this**?
2: What's Mr. English **doing**?
3: What does John **say** to his father?
4: What does Mr. English say to **John**?
5: Why are they **smiling**?

B1: What's the **time**?
2: Where's John ready to **go**?
3: What's Mrs. **English** doing?
4: What does John **say** to Mrs. English?
5: What does Mrs. English say to **John**?

C1: Where are **John** and **Henry**?
2: Has John a **pencil** with him?
3: What's Henry **giving** John?
4: What does John say to **Henry**?

D1: Where are John and Henry coming **back** from?
2: What does Henry see in a **window** of a store?
3: Has Henry any **money** with him?
4: What does **Henry** say to **John**?
5: What does **John** say to **Henry**?

E1: What's the **time**?
2: Is John's work **complete**?
3: Where's John getting ready to **go**?
4: What's his **mother** doing?
5: What does he **say** to his mother?
6: What does his mother say to **him**?
7: What does someone say in England when he sees a friend for the first time in the **morning**?
8: What does his friend say to **him**?
9: What do they say to one **another**?
10: What do they say to one another before going to bed at **night**?
11: If you give something to someone what does he **say**?

12 : What does a **Hindu** say to his friend in some parts of India when he sees him for the first time in the day ?

13 : What does a **Muslim** say when he sees a friend for the first time in the day ?

14 : What do they say in **Canarese** ?

P1 : What does an **(Englishman)** say when he sees a friend for the first time in the morning ?

S : Englishman : Hindu, Muslim, Parsi, etc.

2 : Does your (father) say '**Adab**' when he sees a friend for the first time in the morning ?

S : Father : mother, brother, sister, son, daughter.

3 : Do you say '**Good-night**' to your (father) when you go to bed ?

S : Father : mother, brother, sister, son, daughter.

4 : How do you say "**Thank you**" in (Hindi) ?

S : Hindi : Urdu, Tamil, Telugu, Mahrathi, etc.

5 : How do you say '**Good-bye**' in (Hindi) ?

S : Hindi : Urdu, Tamil, Telugu, Mahrathi.

6 : When does an Englishman say "**Thank you**"?

S : Thank you : Good-morning, good-night.

M1 : Say 'Please'

PREM : Give me that (**ball**), father.

RAM : Say "**Please** give me that ball, father."

PREM : **Please** give me that ball, father.

RAM [*giving*] : **That's** right ! **Here's** the ball.

S : Ball : soap, soap-tray, flag, flower, hammer, nail, screw.

2 : Say 'I Am Sorry'

RAM : Have you a (**knife**) ?

PREM : No, I **haven't** a knife.

RAM : Is **that** how you say it ? Say, "I'm **sorry** I haven't a knife."

PREM : I'm **sorry** I haven't a knife.

RAM : **That's** right.

S : Knife : fork, spoon, needle, curtain-rod, stamp.

3 : Say 'Thank You'

PREM : Have you a **pen** ?

RAM : **Yes . . .** [*Giving*] : **Here** you are ! [*Prem takes pen and goes out*]. **Prem** ! What do you **say** when someone gives you something ?

PREM : I say '**Thank** you ! '

RAM : Say 'Thank you' to **me** then.

PREM : **Thank** you !

RAM : **That's** right !

4 : Say In The Letter

KHAN : Who is that **letter** from ?

GANPAT [*reading letter*] : It's from my (**brother**).

KHAN : What does he **say** in the letter ?

GANPAT : He says that he may come here on (**Sunday**).

S : Brother, Sunday : sister, Monday ; father, Tuesday ; mother, Wednesday.

5 : What Is He Saying ?

HARI [*taking up telephone*] : **Hullo** ?

GANU : Is **Seth** in ?

HARI : **Yes . . .** [*To Seth*] : This is for **you**, father.

SETH : **Hullo** !

GANU : Is that **you,** Seth ?

SETH : **What's** that ? **What's** that ? Will you please say it **again** ?

GANU : Is that **Seth** ? This is **Ganu.**

SETH : This isn't **Ganu ;** this is **Seth. Ganu's** telephone number is **40236.**

GANU : **This** is Ganu. **This** is Ganu. It's Ganu **here.**

SETH : **Here,** Hari. Something's **wrong** with the man at the other end. Will you please give him **Ganu's** number ?

HARI : **Hullo** !

GANU : Is that **you,** Hari ? I won't be **able** to see your father **tomorrow.**

HARI [*to Seth*] : It's **Ganu,** father. He says he won't be **able** to see you on **Sunday.**

SETH : **Good** ! At what time is he **coming** ?

HARI : He says he won't be **able** to come.

SETH : **What** does he say ?

HARI : He says he won't be **able** to come !

SETH : **Oh** ! he says he won't be **able** to come.

HARI : **Yes, that's** what he says.

SETH : **Well,** let him come on **Monday** then.

HARI [*to Ganu*] : Father says will you come on **Monday** ?

GANU : **Yes,** all right.

HARI [*to Seth*] : He says he'll come on **Monday.**

SETH : Let him come on **Tuesday** then.

HARI : He says he **will** be able to come on Monday.

SETH : He says he'll be able to come on **Monday** ? **Good** ! What are we going to **have** for our mid-day meal on Monday ?

[*Hari puts the telephone down and goes away*]

Unit 69

danger, safe, fear, damage, destruction



69

A. This is a picture of a small **town** somewhere in **China.** In the picture we see **roads** and **buildings.** It is eleven in the **morning.** The **men** are in their **offices,** the **boys** and **girls** are in **school** and the **women** are working in their **houses.** There is not a **cloud** in the sky ; the sky is quite **clear** . . .

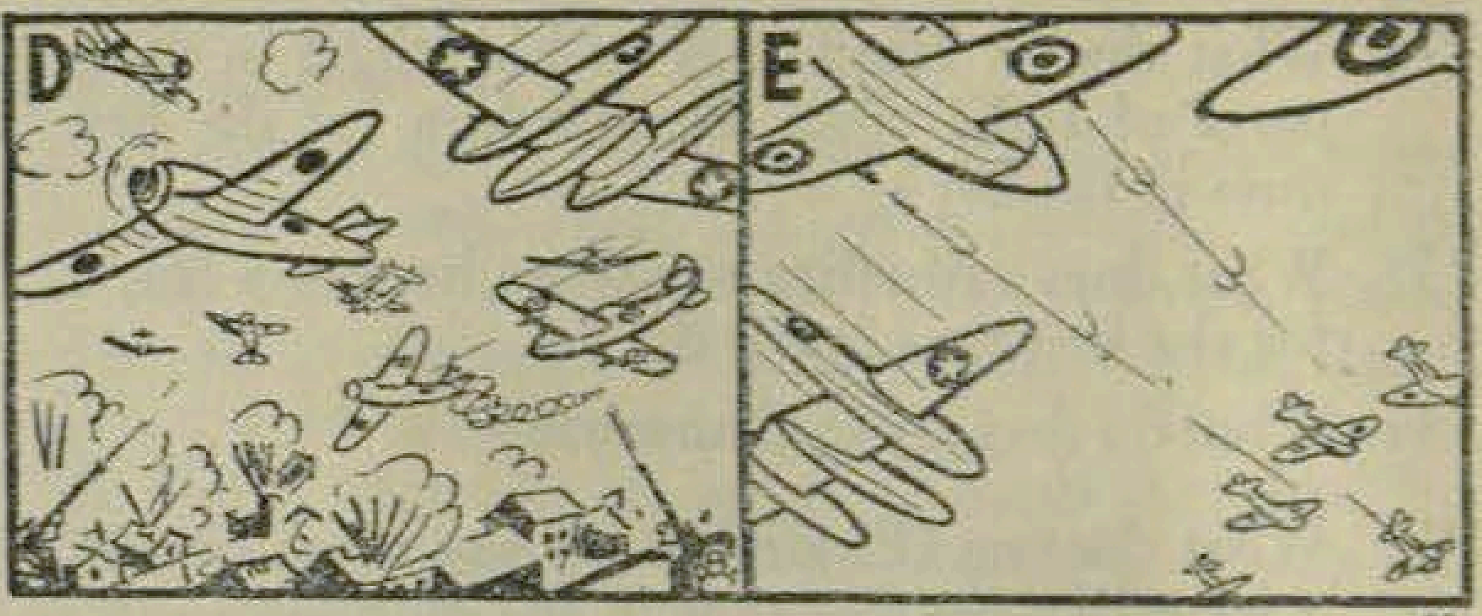
Is that the **siren**? **Yes,** it **is** the siren ! Japanese **airplanes** are not very **far** from the **town,** and they are coming **nearer** and **nearer** every **minute.** In less than **ten** minutes the Japanese airplanes will be over the **town.** There is **danger** to the town. There is danger to the town from Japanese **airplanes.** The **danger** is **great,** because there are a **great** number of Japanese **airplanes.** The **greater** the number of **airplanes** the **greater** the **danger.**

There is danger to the **men** ; the men are not **safe.** There is danger to the **women** ; the **women** are not safe. There is danger to the **boys** and **girls** ; the **boys** and **girls** are not safe. There is danger to the **buildings** ; the **buildings** are not safe. There is danger to **everyone** ; **no-one** is safe from the Japanese **airplanes.**

B. There are two **women** and a little **boy** in this room. The women are on their **feet.** They are full of **fear.** They are **crying.** They are **crying** because they are full of **fear.** They have a great **fear** of Japanese airplanes. But the **boy** is not crying, because **he** has **no** fear of Japanese airplanes. He is saying to the **women,** "Have no **fear.** **I** am **with** you. The airplanes will **come** and they will **go.** We will all be quite **safe.** Have no **fear** !"

C. We see a number of **policemen** in the street going **up** and **down.** They are saying to the **men,** "Go into the nearest **building.** You are not **safe** on the **road.** Bombs may come down on your **heads.** Go **in** ! You'll be **quite** safe **inside** the buildings. Go **in** ! Take **cover."** The policemen are making the men on the **road** go inside the nearest **buildings.**

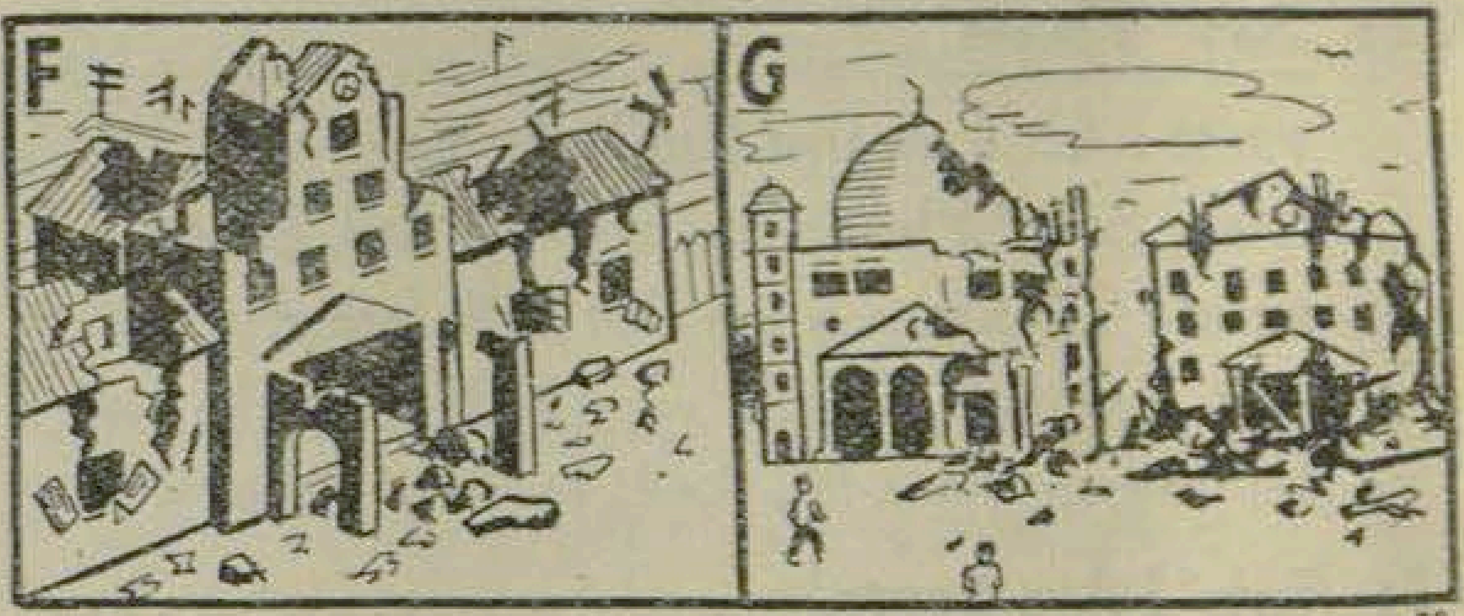
At **one** end of the street we see two **men.** They are on their way to their **houses.** One says to the **other,** "Let us go into one of those **buildings.** We are not **safe** on the road." Says the other, "**Yes,** let us go **in.** We will not be **quite** safe **inside** ; the bombs **may** come down on the **building.** But we will be much safer **inside** than **outside.** Let us take **cover."**



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D. The Japanese airplanes are now over the **town.** American and British **fighters** are in the air. Chinese soldiers are firing **anti-aircraft** guns at the Japanese **bombers.** Bombs are **falling.** Bombs are falling on the **buildings.** They are making great **holes** in the roofs of the buildings ; they are doing great **damage** to the roofs. The bombs are making long **cracks** in the **walls** of some of the buildings ; the bombs are doing much **damage** to the **walls.** The bombs are falling on the **roads** ; they are **damaging** the roads. The bombs are falling on the **drains** ; the **damage** to the **drains** is **very** great.

E. The 'raid' is now at an **end.** We see the Japanese airplanes going **off** with the American and British fighters **after** them. The Japanese airplanes were over the town for **fifteen minutes** only. It was a very **short** raid.



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F. This is a picture of a part of the **north** of the town after the **raid.** The building in the picture is the **railway station.** The damage to the **roof** is **great** ; the glass is **broken** to **bits.** The damage to the wall in **front** is great ; we see wide **cracks** in the wall. There is no damage to the **other** walls ; they are all **right.** There is no damage to the **floor** ; the **floor** is all **right.**

G. This is a picture of two **more** buildings in the north of the town after the **raid.** The building on the **right** is the **post-office.** The building on the **left** is the **telegraph office.** There is **great** damage to the **right** half of the post-office. But the **destruction** of the building is not **complete** ; there is no damage to the **left** half of the building. But the destruction of the **telegraph** office is **complete** ; the **walls** and the **roof** are all in **bits** on the **earth.**

The Japanese airplanes were only over the **north** part of the town. That is why there is destruction of roads and buildings in the **north** part of the town **only.** There is **no** destruction of property in the **south** part

of the town. There is no destruction of property in the **west** part of the town. There is no destruction of property in the **east** part of the town.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *danger, safe, fear, damage* and *destruction.*

A1 : What's **this** a picture of ?
2 : What's the **time** ?
3 : Where are the **men**, **women** and the **boys** ?
4 : Are there any **clouds** in the sky ?
5 : Is the sky **clear** ?
6 : Are the Japanese planes **far** from the town ?
7 : When will they be **over** the town ?
8 : Is the town **safe** or is there **danger** to the town ?
9 : What's the danger **from** ?
10 : Is the danger **small** or **great** ?
11 : Why is the danger so **great** ?
12 : Is there danger to the **men** in the town, or are they **safe** ?
13 : Is there danger to the **women**, or are the women **safe** ?
14 : Is there danger to the **boys** and **girls**, or are they **safe** ?
15 : Is there danger to the **buildings**, or are the buildings **safe** ?

B1 : Who are in the **room** ?
2 : What are the women **full** of ?
3 : Why are they **crying** ?
4 : What have the women a **fear** of ?
5 : Why isn't the **boy** crying ?
6 : What's he **saying** to the women ?

C1 : Whom do we see in the **street** ?
2 : What are the policemen **saying** to the men ?
3 : Why aren't the men safe on the **road** ?
4 : Will the men be safer **inside** the building than on the **road** ?
5 : What does **one** of the men on the road say ?
6 : What does the **other** say ?

D1 : Where are the Japanese planes **now** ?
2 : Whose **fighters** are in the air ?
3 : What are the **Chinese** soldiers firing ?
4 : What are falling on the **buildings** ?
5 : What are the bombs doing to the **roofs** of the **buildings** ?
6 : What are the bombs doing to the **walls** of the buildings ?
7 : What are the bombs doing to the **roads** ?
8 : Is the damage to the **drains** great ?

E1 : Is the raid at an **end** now ?
2 : Where are the Japanese **planes** ?
3 : Where are the **American** and **British** planes ?
4 : How long were the Japanese planes over the **town** ?
5 : Was it a **long** raid ?

F1 : What's the building in **this** picture ?
2 : Is the damage to the roof **great** or **small** ?
3 : Why do you say that the damage to the roof is **great** ?
4 : Is the damage to the wall in **front** **great** or **small** ?
5 : Why do you say that the damage to the wall is **great** ?
6 : Is there any damage to the **other** walls ?
7 : Is there any damage to the **floor** ?

G1 : What's **this** a picture of ?
2 : Is there any damage to the **post-office** ?
3 : Is the destruction of the building **complete** ?
4 : Why do you say that the destruction of the building is **not** complete ?
5 : Is the destruction of the **telegraph** office **complete** ?
6 : Why do you say that the destruction of the telegraph office is **complete** ?
7 : What part of the town were the Japanese planes **over** ?
8 : Is there any destruction of property in the **south** part of the town ?
9 : **Why** isn't there any destruction in the **south** part of the town ?
10 : Is there any destruction in the **west** part of the town ?
11 : Is there any destruction in the **east** part of the town ?

P1 : What is there a **danger** of if you put a **burning match** to a **(curtain)** ?
S : Curtain : table-cloth, bed-cover, cushion-cover.
2 : What is there a danger of if you put a **(hammer)** in the hands of a little **boy** ?
S : Hammer : knife, scissors, needle, pin, nail, screw.
3 : Is the **(roof)** of **this** building in danger of **falling** ?
S : Roof : front wall, back wall, right wall, left wall.
4 : Will the **(tables)** in your house be safe if your **house** is on **fire** ?
S : Tables : seats, boxes, beds, shelves, cupboards.

5 : Is it safe to put on (a) wet (**shirt**) ?

S : Shirt : coat, shorts, trousers, socks, stockings, shoes, boots.

6 : **Why** isn't it safe to put on (a) wet (shirt) ?

S : Shirt : coat, shorts, trousers, socks, stockings, etc.

7 : Is it safe to let a baby go near boiling (**water**) ?

S : Water : milk, tea, coffee, soup.

8 : **Why** isn't it safe to let a baby go near boiling (water) ?

S : Water : milk, tea, coffee, soup.

9 : Have you a fear of (**snakes**) ?

S : Snakes : dogs, cats, rats, bombs.

M1 : Full Of Danger

RAM : **Station Road** is full of **danger** to small boys and girls.

FRIEND : Full of danger to small **boys** and **girls** ? **Why** ?

RAM : There are a **great** number of **cars** and **tongas** going up and down that road **all** the time.

2 : In Danger Of Falling

RAM : The baby's on the **bed.** Take him **off** the bed. He's in danger of **falling.**

SITA : **You** take him off the bed ; **I'm** getting your **meal** ready.

RAM [*doing so*] : **All** right !

3 : A Safe Place

DAS : Here's some **money.** Please keep it in a safe **place.**

KHAN : I'll keep it in my (**bag**).

DAS : The bag hasn't a **lock ;** the money may not be **safe** in it.

KHAN : The bag **has** a lock and the money will be **quite** safe in the bag.

S : Bag : box, cupboard.

4 : Keep Rifle Safe

RAM : I'm going to **Calcutta** for a week. I've a **rifle.** I have a **fear** that someone may take it **away** if there's no one in the **house.**

FRIEND : **I'll** keep your rifle **safe** for you.

RAM : **Will** you keep my rifle safe for me ? **Thank** you !

5 : Has A Fear Of Rod

FRIEND : They say you are doing **well** in your work at school. Do you take a **pleasure** in your work ?

GOVINDA : **No,** but I have a **great** fear of teacher's **rod.**

FRIEND : Does your teacher give you a **punishment** if you don't do **well** ?

GOVINDA : **Yes,** he **does.**

6 : Full Of Fears

FRIEND : Is Arjun your **friend** ?

RAM : **Yes, why** ?

FRIEND : We were at **school** together. But he's a different man **now.**

RAM : **Poor** Arjun ! He's full of **fears.**

FRIEND : Fears of **what** ?

RAM : Fears of **every** sort. **One** is the fear of getting **ill.**

FRIEND : Getting **ill** ?

RAM : **Yes,** he never has enough **food** for fear of getting **ill.**

FRIEND : **Well, well, well** !

RAM : He has a **car.** But he never goes **out** in his car for fear of **damaging** it.

FRIEND : Is that **so** ?

RAM : And then he has a great fear of **Shantha.**

FRIEND : That's **very** sad. Shantha is a **good** woman.

RAM : That's not **all.** He has still **another** fear.

FRIEND : What's **that** ?

RAM : He never lets Shantha make a **fire** in the **fire-place** in the **winter.**

FRIEND : **Why** not ?

RAM : He says that the house will be in **danger.**

FRIEND : In danger of **what** ?

RAM : In danger of destruction by **fire.**

FRIEND : Poor **Arjun** ! What an '**existence**'!

7 : Safer in Bank

A : Where do you keep all your **money** ?

B : In my **pocket** as a rule.

A : What do you do with it at **night** ?

B : I put it in my **haversack** or under my **cushion.**

A : Is it quite **safe** there ? Isn't there a danger that someone may **take** it ?

B : **Yes,** there **is,** I'm not very **happy** about it. What do you do with **your** money ?

A : I put it in the **P.O.S.B.**

B : **P.O.S.B** ? What's **that** ?

A : **Post Office Savings Bank.** They **not** only keep your money **safe** for you ; they give you back a little **more** money for letting them **keep** it.

B : **I'll** do the **same** then.

Seatwork (Units 68-69)

A. *Put the right word from this list in the spaces :* say, danger, fear, safe, destruction, damage.

1. Your money will not be .... in that box ; it has no lock on it.
2. The Japanese planes are over the town ; there is .... to the men and women in the town.
3. His baby has no .... of snakes.
4. This is a picture of the building after the raid ; there is great .... to the roof and the walls.
5. This is a picture of the town after the raid ; there is much .... of men and property.
6. What does your father .... in the letter ?

B. *Put the right word in the spaces :*

1. The bombs will .... damage to property.
2. Will you .... my money safe for me ?
3. She .... a fear of cats.
4. The houses are .... danger .... destruction.
5. There is danger .... the town .... Japanese airplanes.
6. Have you a fear .... the enemy ?
7. The destruction .... the building was complete.
8. There was no damage .... the truck.
9. No-one is safe .... the bombs.
10. He is .... great fear .... a punishment from the sergeant.
11. He never has enough food .... fear of getting ill.

C. *Give answers to these questions :*

1. What does an Englishman say when he sees a friend for the first time in the morning ?

   ....

2. When do you say ' thank you ' to a man ?

   ....

3. What's the danger if you put a burning match to a curtain ?

   ....

4. Why is it not safe to go to bed without putting up your mosquito net ?

   ....

5. Which is the safest place when there is a raid on ?

   ....

D. *Put down the opposites of :*

1. now		9. small	
2. old		10. high	
3. far		11. top	
4. same		12. bright	
5. happy		13. narrow	
6. little		14. clean	
7. strong		15. most	
8. better		16. worst	

E. *Put a line through the wrong word in the brackets :*

1. She is going (in, into) her room.
2. The railway station is (in, on) this street.
3. There is no-one (in, on) the road.
4. This road is not open (to, for) cars.
5. In America cars keep (to, on) the right side of the road.
6. We put (out, off) the lights at ten.
7. Who is that girl (by, on) Gopal's side ?
8. Do not do your map-reading (in, by) oil light.
9. Is there any coal (in, on) the fire ?
10. The basin is full (of, with) milk.
11. The school is far (to, from) my house.
12. Here is a house to (give, let).
13. Where do you (put, keep) your rifle when you are out ?
14. We were (seeing, looking) at the sepoys on parade.

F. *Put these statements differently by using the word or words in the brackets :*

1. The door is narrow ; the window is wide (*as wide as*).
2. There is much milk in the bottle ; there is only a little milk in the glass (*as much* ...... *as*).
3. My name and my friend's name are different (*the same* ...... *as*).
4. The tea is very warm ; it is almost burning by fingers (*so* ...... *that*).
5. It is a very warm day ; so he is working with only a pair of shorts on (*such* ...... *that*).
6. We don't have as much rain in May as in July (*more* ...... *than*).
7. The days are not as cold as the nights (*less* ...... *than*).
8. Ali gets more points than Khan ; Karim gets more points than Ali (*most*).
9. A pistol does less damage than a rifle ; a rifle does less damage than a tommy gun (*least*).
10. I am not as strong as my brother (*stronger*).

Unit 70

send



A. Sergeant Martin is writing a letter at a **table.** At **one** end of the room an electric **kettle** is boiling. It is **tea-time.** After writing the letter the sergeant will make some **tea.**

The sergeant has no **stamps.** He will not be **able** to go to the post-office to **get** stamps, because he has a bad **foot.** So he will send a **sepoy** to the post-office to get the stamps.

The sergeant has no **biscuits** to have with his tea. He will not be **able** to go to the canteen to **get** biscuits because of his bad **foot.** So he will send **another** sepoy to the canteen to get some biscuits.

The sergeant is going to **Delhi** tomorrow. But he has no **money** with him in his box. He will not be **able** to go to the office to **get** some money because of the **wound.** So he will send a **third** sepoy to the office to get some money.

B. Sergeant Martin is sending **Khan** to the **post-office** to get some **stamps.** Says Sergeant Martin to Khan, "I am sending you to the **post-office** to get some **stamps.** Will you go **now**?" "**Yes, sir,**" says Khan to the sergeant. "I will go to the **post-office** and get some **stamps** for you **now.**"

C. This is a picture of Sergeant Martin with **Thappa.** The sergeant is sending **Thappa** to the **canteen** to get some **biscuits.** Says Sergeant Martin to Thappa, "I am sending you to the **canteen** to get some **biscuits.** Will you go **now**?" "**Yes, sir,**" says Thappa to the sergeant. "I will go to the **canteen** to get some **biscuits** for you **now.**"

D. The sergeant is sending **Ganpat** to the **office** to get some **money.** Says Sergeant Martin to Ganpat, "I am sending you to the **office** to get some **money.** Will you go **now**?" "**Yes, sir,**" says Ganpat. "I will go to the **office** and get you some **money now.**"



E. The three sepoys are going **out.** **Khan** is going to the **post-office** to get Sergeant Martin some **stamps.** **Thappa** is going to the **canteen** to get the Sergeant Sahib some **biscuits.** **Ganpat** is going to the **office** to get the sergeant some **money.**

F. The sepoys are **back** again. **Khan** is giving Sergeant Martin the **stamps**; **Thappa** is giving him **biscuits**; and Ganpat is giving him the **money.** Sergeant Martin is saying, "**Thank** you, Khan." "**Thank** you, Thappa," "**Thank** you, Ganpat."

G. These are **scouts.** Scouts do their work in **pairs.** They are now more than a **mile** from their **section.** **One** of the scouts has a **radio** with him. The radio is for sending **messages** to the section commander at the **rear.** The **other** scout is looking through **field-glasses** at an enemy party near a **bridge.** He is **saying** something to the scout who has the **radio.** The scout who has the **radio** is sending a **message** to the section **commander.** The message says where the enemy **is,** how **strong** he is and if the enemy has any **machine-guns** or **artillery** with him. The scout is sending the message to the **section** commander. The **section** commander will send the message on to the **company** commander, and when the **company** commander gets the message he will say what the section **may** or **may** not do.

A **year** back these scouts were **signallers.** A **signaller's** work is sending **messages** from **one** place to **another.** He sends messages by **telegraph** or **telephone** or **radio** to **another** signaller who takes the message at the **other** end.

Scouts do the **same** sort of work as **signallers.** They send messages to the section commanders at the rear from a place from where they are able to see the **enemy.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *send* AND *message*.

A1: What's the sergeant **doing**?
2: What's the **time**?
3: Has the sergeant any **stamps**?
4: Will he be able to go to the post-office to **get** stamps?
5: **Why** will he not be able to go to the post-office?
6: How will he **get** the stamps then?
7: Has the sergeant any **biscuits**?
8: Where will he get the biscuits **from**?
9: Whom will he **send** to the canteen?
10: Where is the sergeant **going** tomorrow?
11: Has the sergeant any **money** in his box?
12: Where will he get the money **from**?
13: Whom will he **send** to the office?
14: What will he send the sepoy to the office **for**?

B1 : Who is in **this** picture ?
2 : Where is the sergeant **sending** Khan ?
3 : What does the sergeant **say** to Khan ?
4 : What does **Khan** say to the **sergeant** ?

C1 : Whom do you see in **this** picture ?
2 : Whom is the sergeant sending to the **canteen** ?
3 : What does the sergeant **say** to Thappa ?
4 : What does **Thappa** say to the **sergeant** ?

D1 : Who is in this **picture** ?
2 : Why is the sergeant sending Ganpat to the **office**?
3 : What does the sergeant **say** to Ganpat ?
4 : What does **Ganpat** say to the **sergeant** ?

E1 : Who are these **men** ?
2 : Where are they **going** ?

F1 : What is **Khan** doing ?
2 : What is **Thappa** doing ?
3 : What is **Ganpat** doing ?
4 : What is Sergeant Martin **saying** ?

G1 : Who are **these** men ?
2 : How far are they from their **section** ?
3 : One of the scouts has a **radio** with him. What's the radio **for** ?
4 : What's the **other** scout looking at ?
5 : Where is the **enemy** party ?
6 : Is he saying anything to the scout who has the **radio** ?
7 : What's the scout who has the radio **doing** ?
8 : To **whom** is he sending the message ?
9 : What does the message **say** ?
10 : To whom will the **section** commander send the message ?
11 : What will the **company** commander do when he **gets** the message ?
12 : What were these scouts a **year** back ?
13 : What's a **signaller's** work ?
14 : **How** does he send messages ?
15 : Who takes the messages at the **other** end ?
16 : Do **scouts** do the same sort of work as **signallers** ?
17 : To **whom** do scouts send messages ?
18 : Where do they send their messages **from** ?

P1 : When you have no **(stamps)** and you aren't able to go to the **(post-office)** what do you **do** ?

S : Stamps, post-office : covers, post-office ; biscuits, canteen ; cakes, canteen ; money, bank.

2 : Where does the sergeant **send** you when he has no **(stamps)** ?

S : Stamps : covers, biscuits, cakes, money.

M1 : Storeman Sends the Eggs

OFFICER : Where do you get your **eggs** from ?

FRIEND : I get my eggs from a **store.**

OFFICER : Do you **go** to the store to **get** the eggs or does the storeman **send** the eggs **to** you ?

FRIEND : The storeman **sends** the eggs to me every morning.

S : Eggs : potatoes, apples, oranges, berries, mangoes, etc.

2 : Send It With Servant

RAM : Here's a letter from **Krishna.** He says he has no **(coal)** in the house.

SITA : **Send** him some coal then.

RAM : Who will **take** the coal to his house ?

SITA : Send it with the **servant.**

S : Coal : milk, rice, sugar.

3 : Send A Letter

SERGEANT : Khan's **ill.** Will you send a letter to his **brother** ?

SAMI : **Yes,** sir.

SERGEANT : Say that Khan's **ill** and won't be **able** to go to Ferozepur **this** month.

SAMI : **All** right, sir ; I'll send a letter to Khan's **brother.**

4 : Send To School

FRIEND : Which is the best **school** in this town ?

RAM : I send **one** of my sons to the **North** School. The **North** School is the **best** school in the town.

FRIEND : To which school does Arjun send **his** son ?

RAM : **He** sends **his** son to the **same** school. . . . . **Most** of the boys and girls in this town go to the **North** School.

5 : Send Servant Away

SITA : Our new servant isn't much **good.**

RAM : Don't keep him **on** then. Send him **away** and get **another** servant.

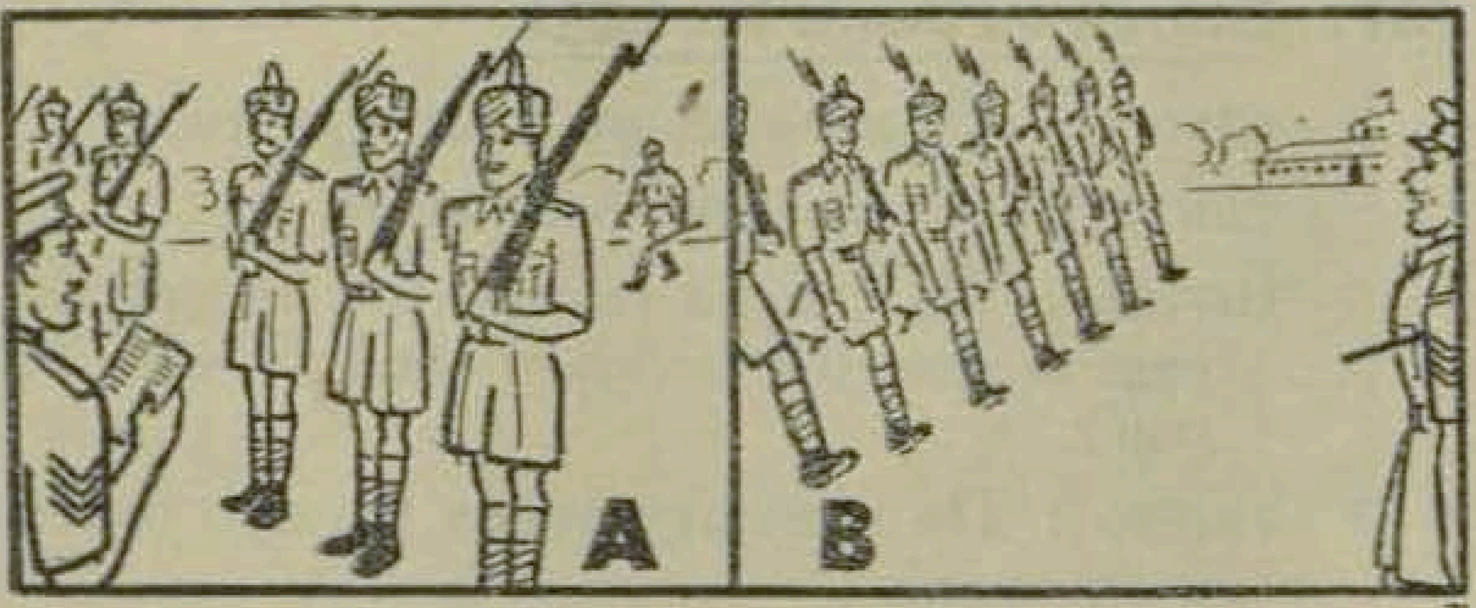
SITA : I'm **going** to send him away on the last day of this month. But I have a **fear** that the **new** servant may be **worse** than the **old** servant.

RAM : Keep **this** servant on then. **Don't** send him away.

SITA : I'll **see.**

Unit 71

late, early



71

A. Everyone is in his place but **Das.** Das is **late** on parade again. He is coming up from the **back.** He will **not** be in time for **roll-call.**

Khan is in time for parade **every** day. He is **never** late. He is in his place **five** minutes before the **bell** goes. But Das is late almost **every** day. Khan is in time for parade every day because he gets up **early ;** he gets up at **five.** Das is late for parade because he gets up **late ;** he gets up at half **past** five. Khan is able to get **up** early because he goes to **bed** early ; he goes to bed at half past **nine.** Das is **not** able to get up early because he goes to bed **late ;** he goes to bed at half past **ten.** Khan has his meal **early** at night but Das has his meal **late** at night.

B. Company A is having morning **parade.** Every day the sepoys have their parade when the sun is coming **up.** They have their **English** lesson when the sun is going **down.** They have their **parade** in the **early** part of the day. They have their **English** lessons in the **late** part of the day.

FRIEND : At what time do you get **up** ?

SEPOY : In the **summer** I get up at **five** ; I get up very **early.** In the **winter** I get up **later** than I do in the **summer ;** I get up at **six.**

FRIEND : At what time do you have your morning **tea** ?

SEPOY : In the **summer** I have it at half past **five ;** I have it **early.** In the **winter** I have it an hour **later ;** I have it at half past **six.**

FRIEND : When do you have your **mid-day** meal ?

SEPOY : I have a very **early** mid-day meal ; I have it at half past **ten.**

FRIEND : I **see.** When do you go to **bed** ?

SEPOY : I don't go to bed **very** early ; I go to bed at **ten.**

A1 : Is everyone in his **place** ?
2 : Who is **not** in his place ?
3 : Is the Das **late** again ?
4 : Where **is** Das ?
5 : Will he be in **time** for roll-call ?
6 : Is **Khan** in time for parade every day ?
7 : Is he **ever** late ?
8 : When is he in his **place** ?
9 : Is Das late **every** day ?
10 : At what time does **Khan** get up ?
11 : Does Khan get up **late** ?
12 : At what time does **Das** get up ?
13 : Does Das get up **early** ?
14 : Why is Khan able to get up **early** ?
15 : At what time does Khan go to **bed** ?
16 : Why isn't **Das** able to get up early ?
17 : At what time does **Das** go to bed ?
18 : Does Khan have his meal **late** ?
19 : Does Das have his meal **early** ?

B1 : What's Company **A** doing ?
2 : When do the sepoys have their **parade** every day ?
3 : When do they have their **English** lesson ?
4 : What **part** of the day do they have their parade ?
5 : What part of the day do they have their **English** lessons ?
6 : At what time does this sepoy get up in the **summer** ?
7 : Does he get up **early** or **late** in the summer ?
8 : At what time does he get up in the **winter** ?
9 : Does he get up **earlier** or **later** in the winter ?
10 : At what time does he have his **tea** in the summer ?
11 : Does he have his tea **early** ?
12 : At what time does he have his tea in the **winter** ?
13 : Does he have his tea **earlier** or **later** in the winter ?
14 : When does he have his **mid-day** meal ?
15 : Does he have an **early** mid-day meal or a **late** mid-day meal ?
16 : At what time does he go to **bed** ?
17 : Does he go to bed **very** early ?

P1 : Is **(morning)** the **early** part of the (day) or the **late** part of the day ?
S : Morning, day : night, day : Monday, week ; Friday, week ; February, year ; November, year.

2 : I have my mid-day meal at **(ten).** Is that an **early** mid-day meal or a **late** mid-day meal ?
S : Ten : a quarter past ten, two, half past two.

3 : Parade is at **seven.** I go to parade at (a quarter to seven). Will I be **early** or **late** ?
S : A quarter to seven : half past six, a quarter past seven half past seven.

4 : I go to bed at (half past **eight**). Is that **early** or **late** ?

S : Half past eight : a quarter past eight, twelve, half past twelve.

5 : I get up at (five) in the **morning**. Is that **early** or **late** ?

S : Five : half past five, nine, half past nine.

6 : Does the sun come up earlier in **(December)** than in **(June)** ?

S : December, June : January, July : February, August.

7 : Does the sun go down later in **(December)** than in **(June)** ?

S : December, June : January, July : February, August.

M1 : Don't Be Late For Meal

SITA : It's half past **six**. Where are you **going** ?

GOVINDA : I'm going to the **pictures.**

SITA : Don't be late for your **meal.**

GOVINDA : No, I **won't** be late. I'll be back before **nine.**

2 : I Will Come Later

DAS : Still not **ready**, Sami ? It's getting late for the **match.**

SAMI [*dressing*] : You go **first** ; I'll come **later.**

DAS : No, let's go **together.**

SAMI : Give me time to get **ready** then.

DAS : **All** right ! Don't be **angry.**

3 : Get There Early

RAM : To which school are we going to send **Prem** this year ?

SITA : To which school is Arjun sending **his** son ?

RAM : He's sending **his** son to the **North** School.

SITA : We'll send Prem to the **North** School then.

RAM : The North School is **nearer** than the South School. But the South School has better **teachers** they say.

SITA : **Maybe.** But we won't send Prem to the **South** School ; we'll send him to the **North** School. It is **nearer** than the South School. If we sent him to the **South** School he'll be **late** every day ; if he goes to the **North** School he'll be able to get there **early.**

RAM : **How** will you send him, on **foot** or in a **bus** ?

SITA : I'll send him on **foot.** The school isn't **far,** and the buses aren't very safe.

Seatwork (Units 70-71)

A. *Put the right word in the spaces :*

1. He is sending a sepoy.................................the bank.
2. I will send the book.................................my friend.
3. He is sending.................................the doctor.
4. ....the sergeant a letter to say that you are ill.
5. He was late.................................roll-call.

B. *In these groups of words all but one are of the same sort. Put a line under the word which is not of the same sort :*

house	building	roof	floor	steam
road	street	boiling	way	drain
bright	chalk	light	dark	fire
flame	burning	smoke	match	place
paste	heat	steam	boiling	water

C. *Here are two lists ; everything in one list is like something in the other list. Put the right pairs together joining them with the word ' like ' :*

1.	A street	is like	a shoe..............
2.	A sock	is like	milk..............
3.	Coal	is like	a road..............
4.	White paint	is like	a stocking..............
5.	A pin	is like	a black stone..............
6.	A boot	is like	a needle..............

D. *Put a line through the wrong word or words in the brackets :*

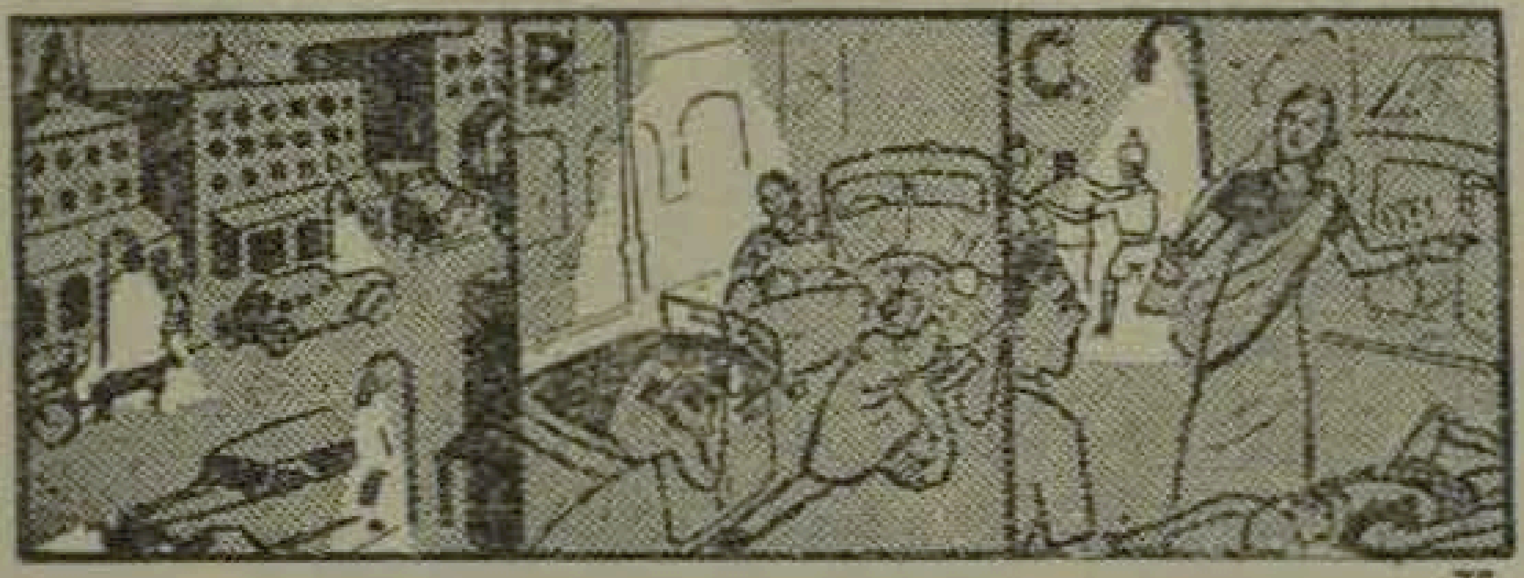
1. The man (who, which) is in the uniform of an airman is my brother.
2. The shirt (who, which) is hanging on the wall is my shirt.
3. The building (who, which) is opposite the cook-house is the canteen.
4. That is the sepoy (who, which) was first in map-reading.
5. That is the place (which, where) we have our bath.
6. The sepoy (who, whose) arm was broken in yesterday's match is now in hospital.

E. *Put these statements differently by using the words in the brackets :*

1. Men in the Air Force put on a blue uniform (*who*).
2. I keep my mosquito net here (*where*).
3. The tank on the road is a Japanese tank (*which*).
4. That man's brother is a subedar-major (*whose*).
5. We do our washing-up in this room (*in which*).

Unit 72

smash, dead, feeling

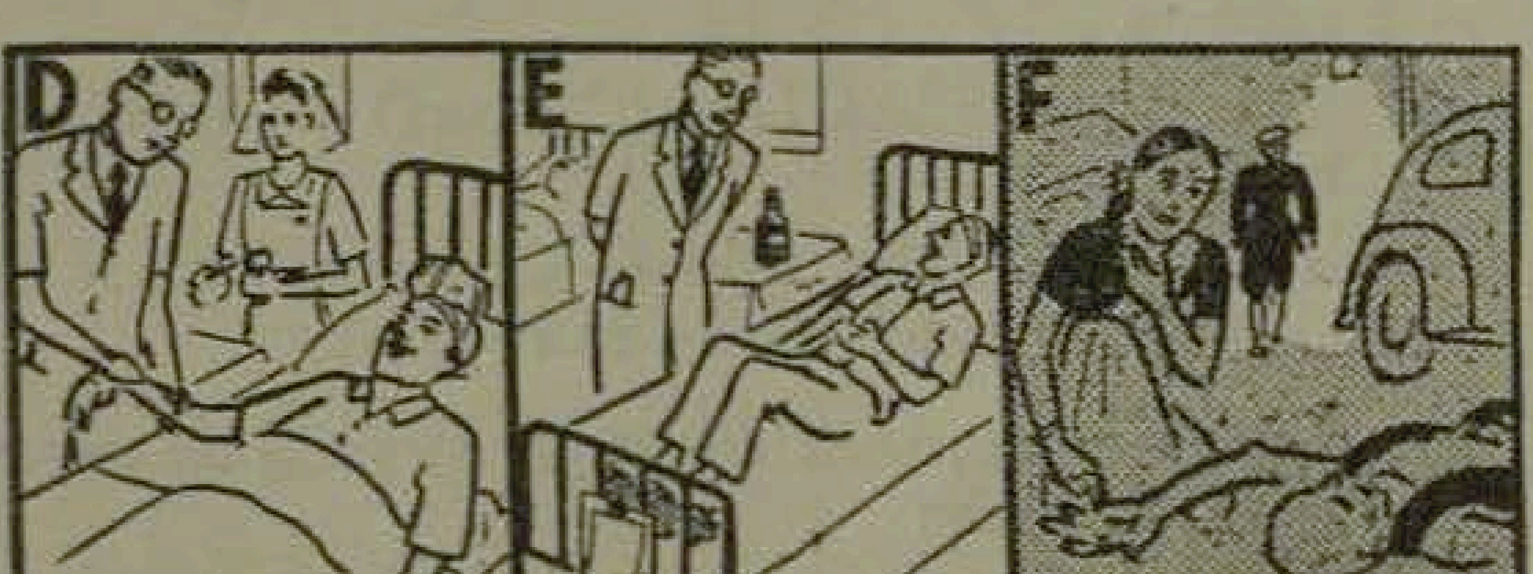


A. This is a **street** in a **town** somewhere in **India.** It is **night-time.** The street lights are **on.** But they are not very **bright.** The streets are almost **dark.** There is a **black-out** in the town. A number of **cars** and **tongas** are going up and down the street. The cars and tongas have **lights** on them, but the lights are not very **bright.**

When a street is **dark** and there are a great number of cars going up and down the street there is **danger.** Two cars may come up against one another and there may be a **smash.** There is danger of a **car** smash or a **tonga** smash.

B. This is a picture of a **smash** in the **street.** It is a **car** smash. There was a **man** in **one** of the cars and a **woman** in the **other** car. There is **damage** to the two cars. The **window glass** of the **man's** car is **broken.** The man has a wound in the **head. Blood** is coming from the wound. The damage to the **woman's** car is **less,** and the **woman** has **no** wound or cut.

C. Two minutes later. Some **sepoys** are helping the man to get to a **hospital.** But the **woman** is still at the place of the **smash.** She is **not** going away from the place. There is an old man's **body** in front of her. The old man was **between** the two cars at the time of the **smash.** He is **dead.** The woman is sending for a **doctor.** But the doctor will not be able to **do** anything, because the man is **dead.** His eyes are **shut** and he is not **breathing.** He will **never** take another breath.



D. The owner of the car is now in **hospital.** A **doctor** and a **nurse** are by his **side.** They are **looking** at the man. There is **ice** on his head. He has a cold **feeling** in the head. But there is **less** pain than there was **before.**

E. The man is **still** in bed. But there is **no** ice on his head **now.** He has **no** cold feeling in the head. But his **feet** are resting on a warm **water-bottle. Before** his feet and legs were feeling **cold. Now** they are feeling **warm.**

DOCTOR : How are you feeling **now** ?

MAN IN BED : I'm feeling very **ill,** doctor.

DOCTOR : You're feeling ill because of the **medicine.** That was to take the **pain** away. But you're not **very** ill. You'll be all **right** in a day or two.

MAN IN BED : **No,** doctor, I have a **feeling** that I am **very** ill.

DOCTOR : That's only a **feeling.** There's nothing **wrong** with you. You'll be able to get out of **bed** in a day or two.

MAN IN BED : **Thank** you, doctor.

F. We are now back again at the place of the **smash.** The woman is **still** there. And the dead man's body is **still** in the street. The woman is putting the point of a **pin** against the dead man's left **hand.** But the pin is not giving the dead man any **pain.** There is no **feeling** in the dead man's hand. There is no feeling in **any** part of the dead man's body. She sees that the man is **dead.** There is **fear** on the woman's face. The dead man's body is giving the woman a feeling of **fear.**

A **policeman** is coming up the street. He will take the **woman** and the dead man's **body** to a **police station.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF THE WORD *feeling.*

A1 : What's **this** ?
2 : Is it **day** or **night** ?
3 : Are the street lights **on** ?
4 : Are the streets **bright** or **dark** ?
5 : **Why** are the streets dark ?
6 : What are going **up** and **down** the street ?
7 : Have the cars and tongas **bright** lights ?
8 : What is the **danger** when a street is **dark** ?
9 : What **sort** of smash may there be ?

B1 : What's **this** a picture of ?
2 : Is it a **car** smash or a **tonga** smash ?
3 : Who was in **one** car and who was in the **other** ?
4 : Is there any **damage** to the two cars ?
5 : Has the man a wound in the **head** ?
6 : Has the **woman** a wound or a cut ?

C1 : What are the **sepoys** doing ?
2 : Is the **woman** going to the hospital ?

3 : What's in **front of her** ?

4 : Where was the old man at the time of the **smash** ?

5 : Is the old man **dead** ?

6 : Who is the woman **sending** for ?

7 : Will the doctor be able to **do** anything ?

8 : **Why** won't the doctor be able to do anything ?

9 : What makes it clear that the man's **dead** ?

D1 : Where is the owner of the **car** ?

2 : Who is by his **side** ?

3 : What are they **looking** at ?

4 : What's on the man's **head** ?

5 : What sort of **feeling** has he in the head ?

6 : Is there **more** pain than there was **before** ?

E1 : Where is the **man** ?

2 : Is there any ice on his head **now** ?

3 : Has he a **cold** feeling in the head ?

4 : Where are his **feet** resting ?

5 : Were his feet and legs feeling **warm** before ?

6 : How are they feeling **now** ?

7 : How does the man say he is **feeling** ?

8 : Why is he feeling **ill** ?

9 : Is the man **very** ill ?

10 : When will he be all **right** ?

11 : What sort of **feeling** does the man say he has ?

12 : Is that only a **feeling** ?

13 : Is there anything **wrong** with him ?

14 : When will he be able to get out of **bed** ?

1 : What's the woman doing to the dead man's left **hand** ?

2 : Is the pin giving him any **pain** ?

3 : **Why** isn't the hand giving the man any pain ?

4 : Is there any feeling in **any** part of the dead man's body ?

5 : What's on the woman's **face** ?

6 : What's giving the woman a feeling of **fear** ?

7 : Who is coming up the **street** ?

8 : Where will the policeman take the **woman** and the dead man's **body** ?

1 : If **one** (car) comes up against **another** what will there **be** ?

S : Car : tonga, train, tram, jeep, armoured car, lorry, tank.

2 : If you put your hand (on **ice**) what sort of **feeling** will you have in your hand ?

S : On ice : near the fire.

3 : Is there any **feeling** in a dead man's (hands) ?

S : Hands : feet, legs, fingers, toes.

M1 : There Was A Smash

A : There was a **smash** in Bazaar Street yesterday.

B : **Was** there ? Was it a **car** smash or a **tonga** smash ?

A : It was a **car** smash. There was **great** damage to **one** car but there was very **little** damage to the **other** car.

2 : Baby Is Smashing Cups

SITA : The baby is smashing our (cups) on the floor. . . Where's the **servant** ?

KAMALA : He's having a **bath.**

SITA : Please take the baby **away.**

KAMALA : **All** right !

S : Cups : plates, glasses, bottles.

3 : I Am Feeling Cold

PREM : I'm feeling **cold.** Where's my warm **coat** ?

GOVINDA : It's at the **laundry** . . . I'll give you **my** warm coat ; **I'm** not feeling cold.

PREM : **Thank** you !

4 : I Am Feeling Tired

KHAN : Come **on,** let's go to the **pictures.**

DAS : I'm feeling **tired.**

KHAN : Let's have a game of **cards** then.

DAS : **All** right. Let's have a game of **cards.**

5 : I Am Feeling Happy

DAS : I'm feeling **very** happy to-day.

SAMI : **Why** ?

DAS : There's a **letter** for me to-day and the letter says that they're going to make me a **lance-naik.**

SAMI : **Good** !

6 : Feeling Of Pain

DENTIST [*pointing*] : That's a **very** bad tooth ; I'm going to take it **out.**

KHAN : You'll give me **pain.**

DENTIST : There will be **no** feeling of pain.

KHAN : **Why** not ?

DENTIST : I've a new **medicine.** It'll take all **feeling** from your tooth.

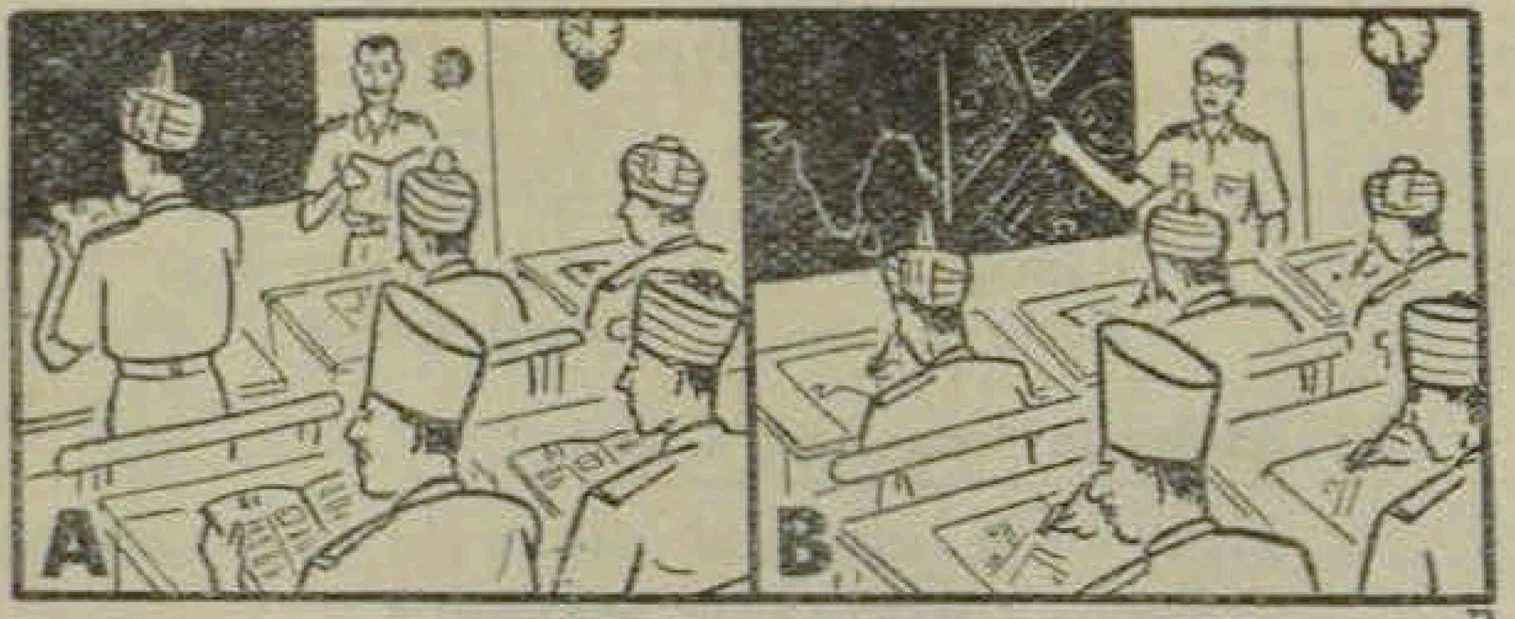
KHAN : But I'm not feeling **well.** I'll come back when I'm feeling **better.**

DENTIST : You're not feeling well because the **tooth** is bad. If you don't have it out **now** you'll be feeling still **worse** tomorrow and still **worse** the day after.

KHAN : **All** right, take it **out** then.

Unit 73

page, map, copy



A. The sepoys are learning **reading. Khan,** who is on his **feet,** is doing the **reading.** He is reading from *Basic English Book One.*

There are two hundred and sixty-eight **pages** in this book. The book is open at page **eighty-one ;** Khan is reading from page **eighty-one.** There is a **picture** at the top of this page.

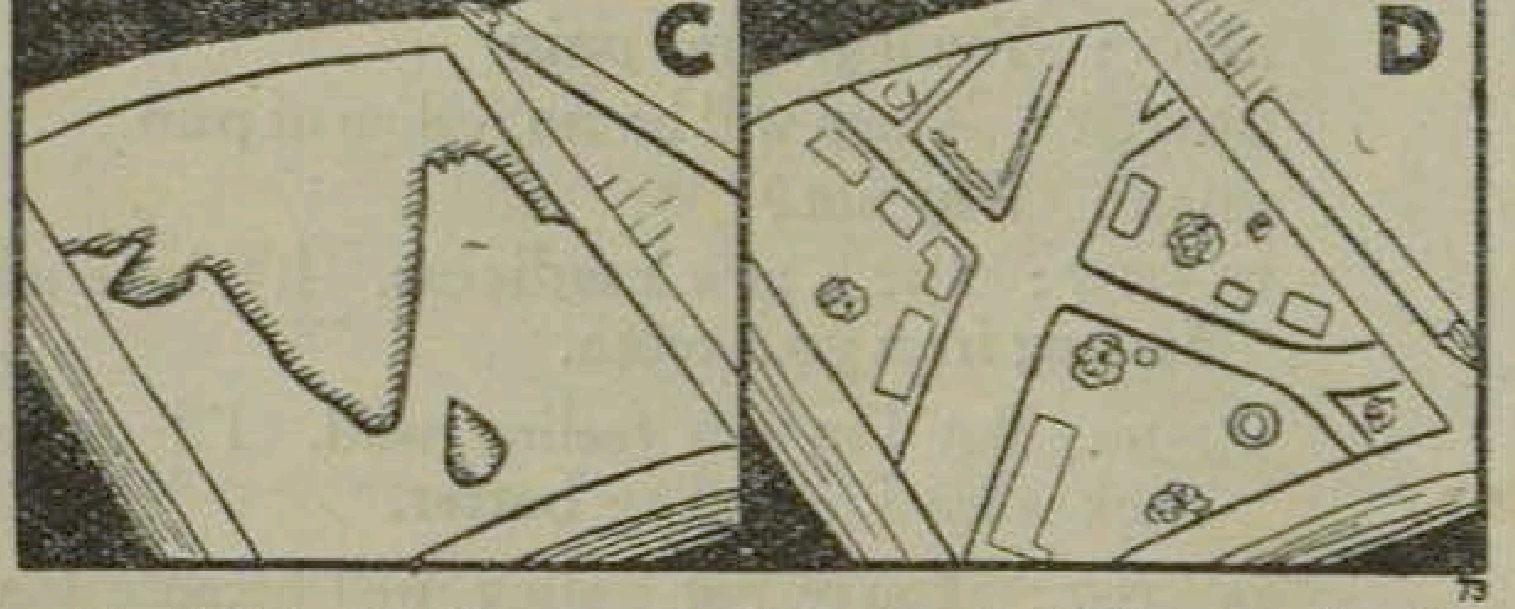
Bhola Ram, Das, Sami and Ganpat all have **their** books open. Their books are all open at page **eighty-one.**

They will **all** do some reading. But they will not all do reading from the **same** page. Bhola Ram may do some reading from page **eighty-two,** Das from page **eighty-three,** Sami from page **eighty-four** and Ganpat from page **eighty-five.**

Some of them are very **good** at reading ; others are **not** as good. **Ganpat** gets a **good** mark as a rule ; his reading is the **best** in the class. Khan does **not** get a very good mark as a rule ; he is the **worst** at reading.

B. Half an hour later. The five learners are **still** in their places but there is a **different** teacher at the blackboard. The learners are not reading or writing now ; they are making **maps.** There are **two** maps on the **blackboard.** One is a map of **India ;** the other is a map of a **village.**

Khan and Bhola Ram are making a copy of the map of **India.** The others are making a copy of the map of a **village.** They are **copying** the maps in their **books.** After copying the maps they will put **colours** on them. Everyone has a **paint-box** and a **paint-brush** on his **table.**



C. This is the map of India in **Khan's** book. It is not **quite** like the map on the blackboard. It is not a **good** copy of the map on the blackboard. Khan is **not** good at making maps.

D. This is the map of a village in **Das's** book. It is **very** much like the map on the blackboard ; it is a **good** copy of the map on the blackboard. Das is **very** good at making maps.

C. CHECK UNDERSTANDING OF *copy* BY A REFERENCE TO THE VERNACULAR.

A1 : What are the sepoys **learning** ?
2 : Who is doing the **reading** ?
3 : What book is Khan reading **from** ?
4 : What's the number of **pages** in the book ?
5 : At what page is the book **open** ?
6 : What page is Khan reading **from** ?
7 : What's at the **top** of this page ?
8 : Have the **other** sepoys their books open ?
9 : At what **page** are their books open ?
10 : Will they **all** do some reading ?
11 : Will they all do reading from the **same** page ?
12 : From what page will **Bhola Ram** do his reading ?
13 : From what page will Das do **his** reading ? Etc. (Two more questions).
16 : Are they all **good** at reading ?
17 : Who gets a **good** mark as a rule ?
18 : Whose reading is the **best** in the class ?
19 : Who does not get a **good** mark as a rule ?
20 : Who is **worst** at reading ?

B1 : Where are the learners **now** ?
2 : Is it the **same** teacher ?
3 : What are the learners **doing** ?
4 : Where are the two **maps** ?
5 : What are they maps **of** ?
6 : What's **Khan** making a copy of ?
7 : What's **Bhola Ram** making a copy of ? Etc. (Three more questions).
11 : Where are the learners copying the **maps** ?
12 : What will they **put** on their copies ?
13 : What has everyone on his **table** ?

C1 : **Is this** the map of India on the blackboard ?
2 : Is it **quite** like the map on the blackboard ?
3 : Is it a **good** copy of the map on the blackboard or is it a **bad** copy ?
4 : Is Khan **good** at making maps ?

D1 : **Is this** the map of the village on the blackboard ?
2 : Is it like the map on the **blackboard** ?
3 : Is it a **good** copy of the map on the blackboard or is it a **bad** copy ?
4 : Is **Das** good at making maps ?

P1 : What's the number of **pages** in this book ?

N : Give out different books.

2 : What's the number of **this** page ?

N : Point to other pages.

3 : What page is my book **open** at ?

N : Have book open at other pages.

4 : What page am I **reading** from ?

N : Do reading from other pages.

5 : How long will you take to go through a (Hindi, etc.) book of (**fifty**) pages ?

S : Fifty : seventy-five, one hundred, one hundred and twenty-five, one hundred and fifty.

6 : There is a picture of a (**table**) on the blackboard. Make a copy of it in your **book** . . . **What** are you copying ?

S : Table : seat, snake, cat, rat, dog.

M1 : Copy Of Book

A [*pointing to book in hand*] : Have **you** a copy of this book ?

B : Yes, **I** have a copy of that book.

A : Then get up and do some reading from page **ten.**

B : **All** right ! [*Does so*]

2 : Make A Copy

A : Make a copy of the letters on the **black-board.**

B : I haven't a **pen** or **ink ;** let me make a copy with a **pencil.**

A : **All** right, make a copy with a **pencil.**

B : **Thank** you !

3 : Only Copying You

SIVA : Someone takes some **bidis** from my pocket every day.

GOURI : Is it **Kishore** ?

SIVA : **Where's** Kishore ? **Kishore** ! Come **here** !

KISHORE : **Yes,** father.

SIVA : Do **you** take my bidis out of my pocket every day ?

KISHORE : **Yes,** father.

SIVA : What do you **do** with these bidis ? Smoking isn't good for small **boys.**

KISHORE : I'm only copying **you,** father.

SIVA [*angry*] : **Gouri,** get me my **stick . . . I'm** not a **boy.** I won't **have** my boys smoking.

Seatwork (Units 72-73)

A. *Put the right word from this list in the spaces :* smash, feeling, dead, page, copy, map.

1. Every learner in this class has a .... of this book.
2. There are two hundred .... in this book.
3. Is that a .... of India ?
4. I am .... tired.
5. The man is not breathing ; is he .... ?
6. There was a car .... in Bazaar Street this morning ; but there wasn't much damage.
7. The ice gives my hands a cold ....
8. There is no .... in a dead man's body.

B. *Put these statements in the past form :*

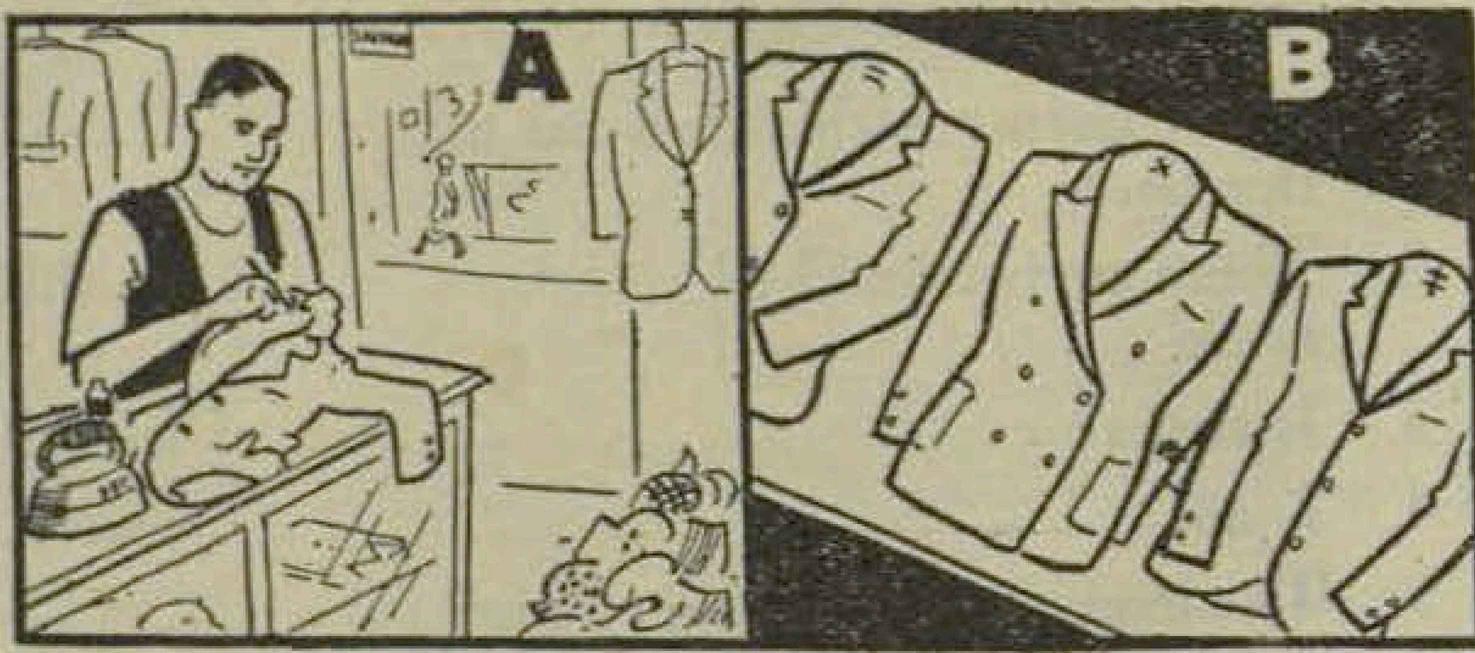
1. There is a vessel on the shelf.
   e.g. There was a vessel on the shelf.
2. We are boys.
   ....
3. I will not be able to get the box open.
   ....
4. The stick is broken.
   ....
5. Your boots are in the box.
   ....
6. The two officers are ill.
   ....
7. I am having my tea.
   ....
8. He is washing his shirts.
   ....
9. You are writing a letter.
   ....
10. They are cleaning their rifles.
   ....

C. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
   It is the cry of a dog.
2. ....
   He is smiling because he is happy.
3. ....
   I was on the hockey-field between seven and eight yesterday.
4. ....
   They were married two years back.

Unit 74

mark, care, ornament

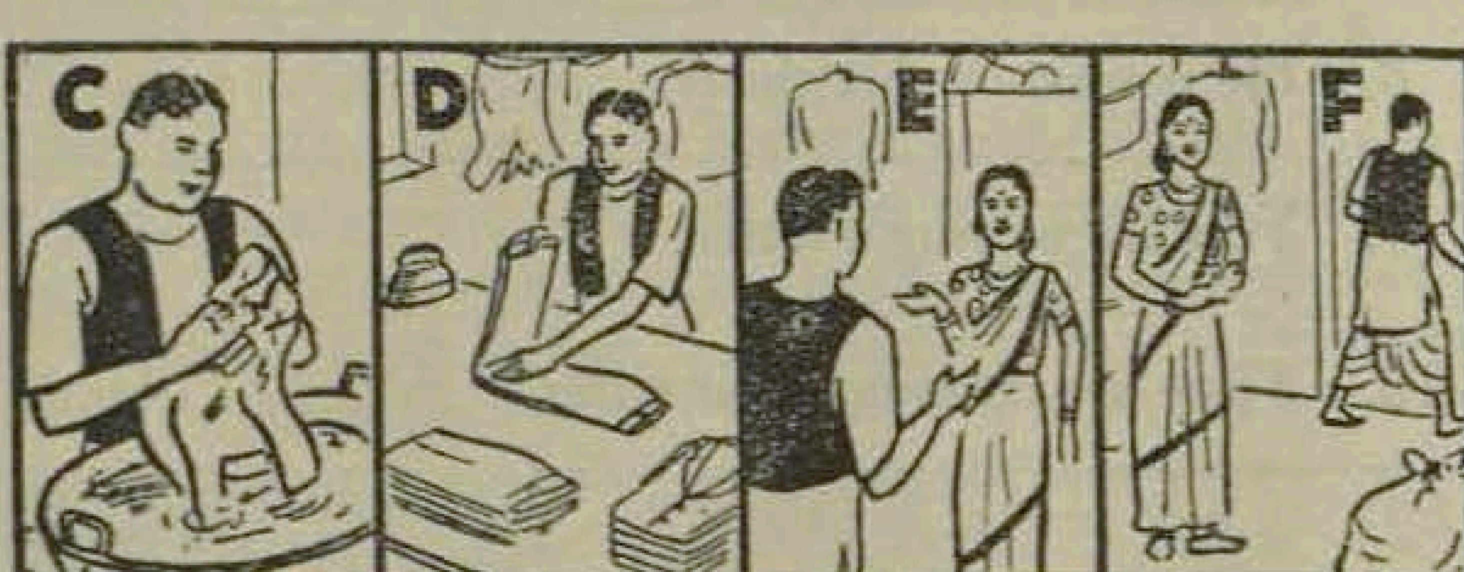


A. This is a **laundry.** The name of the laundry-**man** is **Bhaya.** Bhaya is very **good** at his work. His laundry is one of the **best** laundries in the town. **Most** families in the street send their dirty clothing to **Bhaya's** laundry. **Ram** sends all his dirty clothing here; **Patel** sends all his dirty clothing here; **Sen** sends all his dirty clothing here. Bhaya does the washing in less than a **week** and sends the clothing back to the **owner.**

Bhaya is hard at **work.** He has a **coat** in his **left** hand and a little **stick** with a **point** in his **right** hand. He is making a **mark** on the coat in **ink.**

B. The **first** coat is **Ram's.** The **second** coat is **Patel's.** The **third** coat is **Sen's.** The three coats have three **different** sorts of mark on them.

Do you see the mark on **Ram's** coat? **All** coats or shirts from Ram's house will have **that** mark on them. Do you see the mark on **Patel's** coat? **All** shorts and trousers from **Patel's** house will have **that** mark on them. Do you see the mark on **Sen's** coat? **All** saris and dhoties from Sen's house will have **that** mark on them.



C. Bhaya is washing a **coat.** There are a number of **dirty marks** on the coat. He is washing the dirty marks **away.** He will get **every** dirty mark off the coat. He is doing his work with great **care.** If he does his work with **care** there will not be **one** dirty mark on the coat after the washing. But if he does **not** do his work with care there will be a **number** of dirty marks on the coat. Then the **owner** of the coat will be **angry** and he will not give any more **work** to Bhaya. **That** is why Bhaya is doing his work with such great **care.**

D. Bhaya is now **folding** a pair of **trousers.** There are a **number** of coats and trousers on the table in **front** of him. The coats and trousers are not **dirty**; they are very **clean.** After **folding** the coats and trousers he will put them in a safe **place.**

Bhaya keeps **all** coats and trousers in a safe place. He takes good **care** of the coats and trousers. If he does **not** take good care of them someone **may** come into the laundry when Bhaya is not in and take them **away.** **That** is why he keeps them in a **safe** place.

E. We see a **woman** in the laundry. The name of the woman is **Bani.** She is married to **Bhaya.** It is one o'clock and time for Bhaya's mid-day **meal.** Every day Bani comes in at half past **twelve.** To-day she is a little **late.** Bhaya will now go and have his **meal.** When Bhaya is away **Bani** will take care of the things in the laundry.

BHAYA: I'll go and have my **meal.**

BANI: **Yes, I'll** take care of everything.

BHAYA: There's some **money** in that box there. Take good **care** of the box. Someone may take it **away.**

BANI: I'll take **good** care of the box.

BHAYA: There's no **fire** in the fireplace, but the oven is still very **warm.** Take care not to put your **hand** on the oven. If you do you may get a **burn.**

BANI: I **won't** put my hand on the oven.

BHAYA: Everything in the laundry will be in your **care.**

BANI: I'll take good care of **everything** in the laundry.

BHAYA: I'll be back in an **hour.**

F. Bhaya is going **out** and the laundry will now be in **Bani's** care. She will keep an **eye** on **everything** in the laundry.

Bani was married to Bhaya only last **month.** She is now twenty-three years **old.** She has **ornaments** in her ears. She has an ornament in her **nose.** She has ornaments on her **neck.** She has ornaments on her **hands** and she has ornaments on her **legs.** There are ornaments all **over** her body. It is clear that Bhaya has much **money.**

Bani has a red **mark** on her face between her **eyes.** The red mark is a sort of **ornament.**

Most Indian women put a red mark on their faces. They make it with a sort of red **paste.** **English** women **never** put a red mark on their faces.

Most Indian women put ornaments on different parts of their **bodies.** **English** women do **not** put a great number of ornaments on their bodies as a **rule.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *care.*

A1 : What's **this** ?
2 : What's the name of the **laundry-man** ?
3 : Is Bhaya **good** at his work ?
4 : Why do most families send all their dirty clothing to **Bhaya's** laundry ?
5 : Where do **Ram, Patel** and **Sen** send their dirty clothing ?
6 : How **long** does Bhaya take to do the washing ?
7 : What has Bhaya in his **hands** ?
8 : What's he **doing** ?
9 : Is he making the mark with a **pencil** or is he making it in **ink** ?

B1 : Whose are the three **coats** ?
2 : What's on every **one** of the three coats ?
3 : Are the three marks the **same** or are they **different** ?
4 : What sort of mark will all coats and shirts from **Ram's** house have on them ?
Etc. (Two more questions).

C1 : What's Bhaya **washing** ?
2 : What's he doing to the **dirty marks** on the coats ?
3 : Will he get **every** dirty mark off the coat ?
4 : Is he doing his work with **care** ?
5 : Will there be any dirty marks on the coat **after** the washing if he does his work with **care** ?
6 : Will there be any dirty marks on the coat after washing if he does **not** do his work with care ?
7 : Why is Bhaya doing the work with such great **care** ?

D1 : What's Bhaya doing to the pair of **trousers** ?
2 : What's on the table in **front** of him ?
3 : Are the coats and trousers **dirty** ?
4 : Where will he put the coats and trousers after **folding** them ?
5 : Where does Bhaya **keep** the coats and trousers ?
6 : Why does he take good **care** of the coats and trousers ?

E1 : Who is in the laundry **with** Bhaya ?
2 : What's the woman's **name** ?
3 : To whom is she **married** ?
4 : What's the **time** ?
5 : At what time does Bani come in **every day** ?
6 : Is she **early** to-day ?
7 : Where will Bhaya go **now** ?
8 : Who will take care of the things in the **laundry** when Bhaya is away ?
9 : Who will take care of the money in the **box** ?
10 : Why does Bhaya say, "Take care not to put your hand on the **oven**" ?
11 : Who says, "I will take **good** care of everything in the laundry" ?

F1 : In whose care will the laundry be **now** ?
2 : Will Bani keep an eye on **everything** in the laundry ?
3 : What has Bani in her **ears** ?
4 : What has Bani in her **nose** ?
5 : Has Bani any ornaments on her **neck** ?
Etc. (Two more questions).
8 : What has Bani on her face between her **eyes** ?
9 : What's the red mark a **sort** of ?
10 : Do **most** Indian women put a red mark on their faces ?
11 : What do they make it **with** ?
12 : Do **English** women ever put a red mark on their faces ?
13 : Do **most** Indian women put ornaments on their bodies ?
14 : Do **English** women put a great number of ornaments on their bodies **as a rule** ?

P1 : Is there a **laundry-man's mark** on your (coat) ?
S : coat : shirt, shorts, trousers, dhoti, etc.

2 : What am I making on the **(blackboard)** ?
S : Blackboard : table, seat, window-frame, door, wall.
N : Make some sort of mark.

3 : Does a sepoy take good care of his **(rifle)** ?
S : Rifle : bedding, uniform, mosquito net, vessels, housewife, blankets, etc.

4 : What does your **teacher** do if you don't do your (writing) with **care** ?
S : Writing : reading, work, map-reading, etc.

5 : What may someone do to your **(money)** if you don't take good **care** of (it) ?
S : Money : knives, spoons, cigarettes, electric torch, soap-tray, hammer, paint-box.

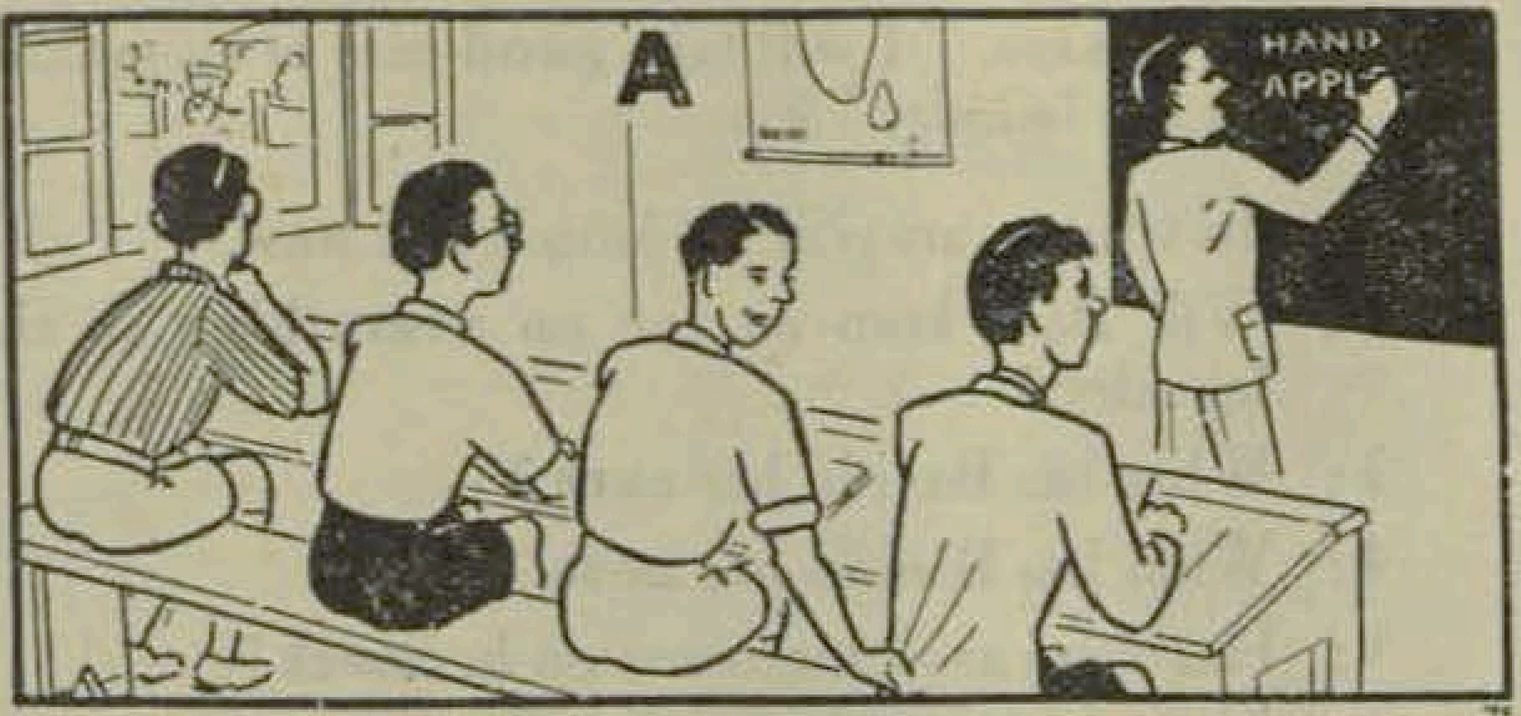
6 : Who is taking care of your **(house)** ?
S : House : property, old father, old mother, little boys, little girls.

7 : Do Indian women put **ornaments** on their **(ears)** ?
S : Ears : noses, necks, hands, legs, toes.

8 : What's a (red mark on a woman's face) a **sort** of ?
S : Red mark, etc. : curtain over a window, painting on a wall, a pot of flowers on a table, a flag on a door.

Unit 75

attention, error



A. There are **four** boys in this class. Their names are **Govinda, Minu, Patel** and **Sen.** The teacher is on his **feet.** He is teaching the learners **English.** He is **saying** something and **writing** something on the **blackboard.** But Govinda is not giving any **attention** to the teacher ; he is looking out of the **window.** If the teacher **sees** that Govinda is looking out of the window he will give Govinda a **punishment.**

The **second** boy from the left is **Minu.** Minu's eyes are on the **blackboard.** He is giving **full** attention to what the teacher is **saying** and **writing. Minu** is a **good** boy.

Patel, the boy who is **third** from the left, is pulling Sen's **coat.** He is not giving **any** attention to what the teacher is doing. **Patel** is a very **bad** boy. He has **no** interest in his work. That is why he is not giving any **attention** to what the teacher is **doing.**

Sen is **fourth** from the left. **He** is a **different** sort of boy. **His** eyes are on the **teacher.** He is giving **full** attention to what the teacher is **saying** and **doing.** He is a **very** good boy.

There will be a **test** tomorrow. **Minu** and **Sen** will be able to do **well** in the test. They will get **good** marks. They will be able to do well in the **test** because they are giving **full** attention to what the teacher is doing **now. Govinda** and **Patel** will **not** be able to do well in the test tomorrow. They will **not** get good marks. They will not be able to do well in the **test** because they are **not** giving **any** attention to what the teacher is saying **now.**



B. It is **night**-time and the teacher is doing some **work** by electric light. He is marking the **test** papers. There are a **number** of test papers on the table. The teacher is marking them with a red **pencil.** The marking will be **complete** before the teacher goes to bed.

C. The test paper which is in the teacher's hand is **Govinda's** test paper. The **full** marks for this paper are **ten.** Govinda gets only **three** marks out of ten. There are seven **errors** in his paper. That is why Govinda gets only **three** marks out of **ten. Minu** gets **eight** out of ten because there are only **two** errors in **his** paper.

Here are **four** out of the seven errors in **Govinda's** paper. Govinda says that when the **hour**-hand is on **six** and the **minute**-hand is on **twelve** the time will be **twelve** o'clock. That is not **right ;** it is an **error.** The time will not be **twelve** , it will be **six.**

Govinda says that **February** comes before **January.** That is not **right** ; it is an **error.** February comes **after** January, not **before.**

Govinda says that the sun comes **up** in the **west** and goes **down** in the **east.** That is not **right** ; it is an **error.** The sun comes **up** in the **east** and goes **down** in the **west.**

Govinda says that **rice** is a sort of **drink** and not a sort of **food.** That is not **right** ; it is an **error.** Rice is not a sort of **drink** ; it is a sort of **food.**

The teacher is pointing to the **errors** in Govinda's test paper. The teacher says to Govinda, "Govinda, there are **seven errors** in your test paper. Here are the seven **errors . . .** One, two . . . seven. Now put those errors **right."** Says Govinda to the teacher, "I am **sorry**, sir, I will put those errors **right** and I will **not** make such errors **again."**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *error* AND *attention.*

A1 : What's the number of **boys** in this class ?
2 : What are the **names** of the four boys ?
3 : What's the teacher **teaching** ?
4 : What is he **doing** ?
5 : Is Govinda giving any **attention** to the teacher ?
6 : What's he **doing** ?
7 : If the teacher sees that Govinda is looking out of the window what will he **do** ?
8 : Who is the **second** boy from the left ?
9 : Is Minu a **good** boy or a **bad** boy ?
10 : Why do you say Minu is a **good** boy ?
11 : Is **Patel** giving any attention to what the teacher is doing ?
12 : What's Patel **doing** ?
13 : Why is Patel a **bad** boy ?
14 : Why isn't he giving any attention to what the teacher is **doing** ?
15 : Is **Sen** the same sort of boy as **Patel** ?

16 : Is **he** giving any attention to what the teacher is doing ?
17 : Who will do **well** in the test tomorrow ?
18 : **Why** will they be able to do well in the test ?
19 : Who will **not** get good marks in the test ?
20 : **Why** will they not get good marks in the test ?

B1 : What's the teacher **doing** ?
2 : What's the teacher marking the papers **with** ?
3 : When will the marking be **complete** ?

C1 : **Whose** test paper has the teacher in his hand ?
2 : What are the **full** marks for the paper ?
3 : What's the number of **Govinda's** marks ?
4 : What's the number of **errors** in his paper ?
5 : What's the number of errors in **Minu's** paper ?
6 : What's the **first** error in Govinda's paper ?
7 : What's the **second** error in his paper ? Etc. (two more questions)
10 : What's the teacher **pointing** to ?
11 : What does the teacher **say** to Govinda ?
12 : What does **Govinda** say to the **teacher** ?

P1 : A (teacher's) work is (**learning**). Is that **right** or is it an **error** ?

S : Teacher's, learning : learner's, teaching ; cook's, making coats ; laundry-man's, cooking ; postman's, washing coats ; policeman's, putting out fire.

2 : (**Two**) and (**two**) are (**five**). Is that **right** or is it an **error** ?

S : Two, two, five : other numbers.

3 : "An (**electric**) light has a **flame.**" Put the error in this statement right.

S : Electric : gas, torch.

4 : The **full** marks for a test paper are **ten.** I make (two) **errors** in the paper. What will be the number of my **marks** ?

S : Two : three, four, five, six, seven.

M1 : **Give Attention To Wound**

GANPAT : You've a bad **wound** in your arm. Why don't you give any **attention** to it ?

KHAN : I'm going to see a **doctor.**

GANPAT : **Do.** If you don't give any **attention** to the wound, it may get **worse.**

KHAN : I will see the doctor **today.**

2 : **Give More Attention To English**

RAM : My son's **English** is very bad, teacher.

TEACHER : He's **playing** most of the time. If he gives more **attention** to English his English will be **better.**

RAM : I'll make him do more **work** then.

Seatwork (Units 74-75)

A. *Put the right word from this list in the spaces :* mark, care, attention, ornament, error.

1. You are not giving any.................to what I am saying ; you are looking out of the window.
2. You will be able to do your map-reading well only if you do it with..................................
3. 'He am making tea.' What's the................ in this statement ?
4. Most Indian women put.....................on their ears.
5. There is a dirty..................on the back of my shirt ; I am sending it back to the wash.

B. *Put the right word in the spaces :*

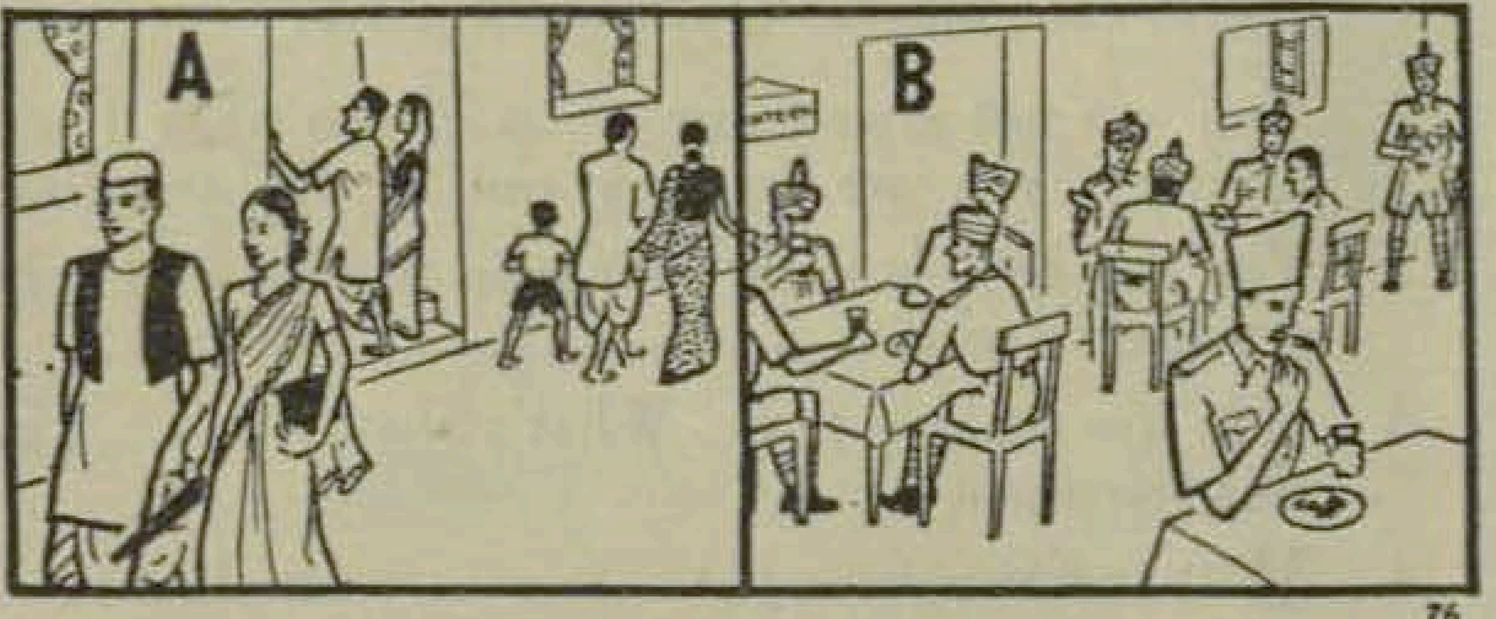
1. Is your name Mahomed Khan or am I.................. an error ?
2. ....attention to what I am saying.
3. Why don't you..................your attention on the book ?
4. ....all the errors in your letter right.
5. He.................................good care of his equipment.
6. ....a mark on his page with your pencil.
7. He...............good marks in his map-reading tests.
8. The teacher is...............the papers with a red pencil.
9. All the things in the room are...................his care.
10. The full marks...................this paper are one hundred.

C. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
He is making a mark on them.
2. ....
Yes, I'll take care not to put my hands on the oven.
3. ....
Yes, he is doing his work with care.
4. ....
The laundry will be in the woman's care.
5. ....
The red mark on her face is a sort of ornament.
6. ....
He is not giving attention because he has no interest in his work.
7. ....
There are six errors in this paper.
8. ....
No, Englishwomen do not put ornaments in their noses.

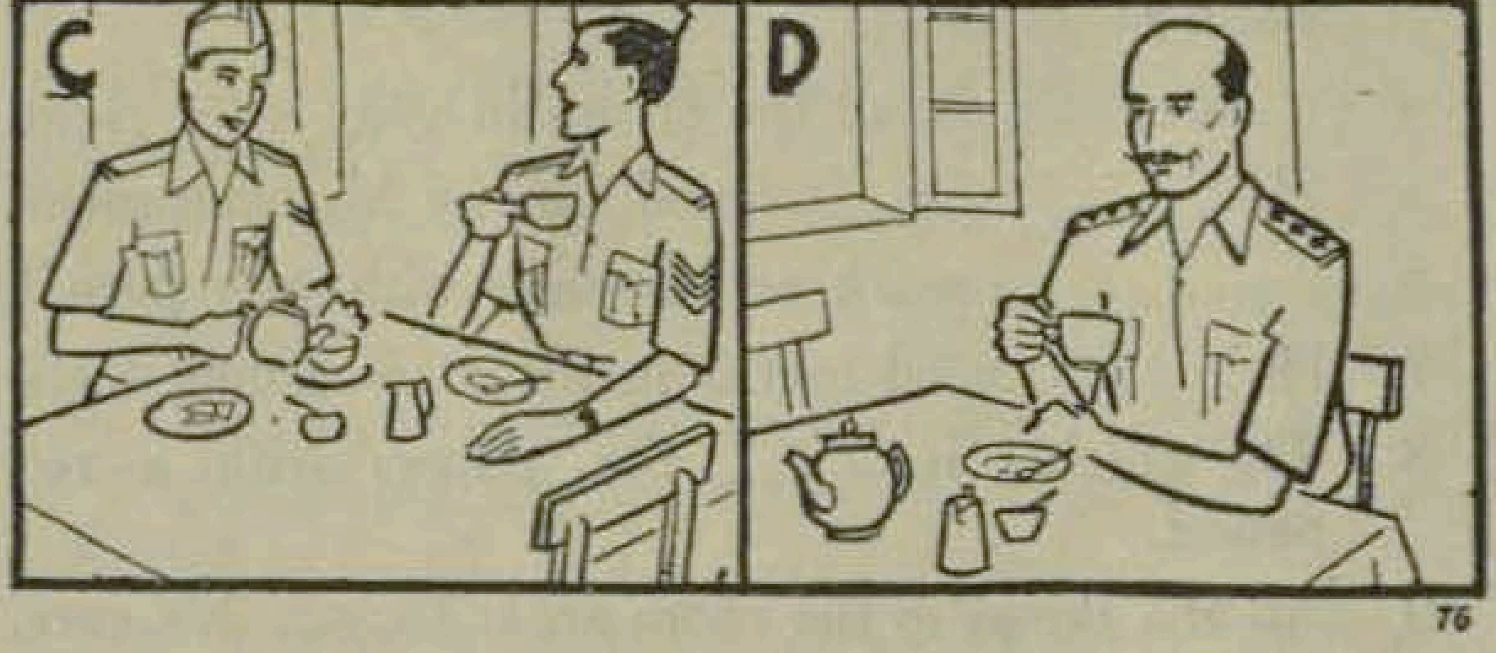
Unit 76

person, seem



A. There are seven **persons** on this road ; three **men,** three **women** and a little **boy.** We see **two** persons going one way, **three** persons going the opposite way, and **two** persons going into a building.

B. There are a number of **tables** in the room. At every table there are a number of **persons. Some** persons are having a drink ; **others** are having **food.** The place **seems** to be a canteen. **Yes,** it **is** a canteen.



C. There are two **persons** at the table. They are in **uniform.** They **seem** to be men. But they are **not** men ; they are **women.** They **seem** to be men because they are in **uniform.** It is the **uniform** which makes them seem like **men.** But they are not **men ;** they are **women.** They are **W.A.C.(I)'s.**

D. There is only **one** man at this table. He is in the uniform of a **captain** in the Indian Army. He is drinking **tea.** The man is **tall.** He **seems** to be a Punjabi. But he is **not** a Punjabi ; he is a **Madrasi.** He **seems** to be a Punjabi because he is **tall.**

He has no hair on his **head.** He seems **old.** But he is **not** old ; he is quite **young.** He **seems** old because he has no **hair** on his **head.** He is **not** old ; he is only **thirty-two.**

C : CHECK UNDERSTANDING OF *seem* BY A REFERENCE TO THE VERNACULAR.

A1 : What's the number of **persons** on the road ?
2 : What's the number of **men** on the road ?
3 : What's the number of **women** ?
4 : What's the number of **boys** ?
5 : Where are they **going** ?

B1 : Who is at every **table** ?
2 : What are the persons **doing** ?
3 : What does the place **seem** to be ?
4 : **Is** the place a canteen or does it only **seem** to be a canteen ?

C1 : What's the number of persons at the **table** ?
2 : What are the persons **in** ?
3 : Do the persons seem to be **men** or do they seem to be **women** ?
4 : **Are** they men or do they only **seem** to be men ?
5 : Why do they seem to be **men** ?
6 : What is it which makes them seem like **men** ?
7 : Who **are** they ?

D1 : What's the number of persons at **this** table ?
2 : What's he in the **uniform** of ?
3 : What's he **doing** ?
4 : Does he seem to be a **Punjabi** or a **Madrasi** ?
5 : **Is** he a Punjabi or does he only **seem** to be a Punjabi ?
6 : Why does he **seem** to be a Punjabi ?
7 : Does he seem **old** or does he seem **young** ?
8 : **Is** he old or does he only **seem** old ?
9 : Why does he **seem** old ?
10 : How **old** is he ?

P1 : (Does) my (table) seem **old** or **new** ?
S : Table : seat, hat, cap, coat, dhoti, trousers, shorts, socks, boots.
2 : Is the sun as (small) as it **seems** ?
S : Small : near.

M1 : Seem New

RAM : I'm going to get a new **table ;** this table is getting **old.**

SITA : Why get a **new** table ? Put some paint on the **old** table. Then the old table will **seem** new.

S : Table : seat, box, shelf, cupboard.

2 : Seems to Do

RAM : The new servant seems to be **better** than the old servant.

SITA : The new servant **is** better than the old.

RAM : He seems to do his work with greater **care** than the old servant.

SITA : **Yes,** he **does** his work with greater care than the old servant.

3 : Not as Healthy as He Seems

FRIEND : Your **brother** seems to be a healthy young man.

KAMALA : He **isn't** as healthy as he **seems.**

FRIEND : **Isn't** he ?

KAMALA : **No,** he **isn't** as healthy as he **seems.** Two years **back** he was ill. He was ill again **last** year. He isn't very **healthy.**

4 : Less Happy Than He Seems

RAM SINGH : Khan seems to be very **happy** these days.

LAL SINGH : He is **less** happy than he **seems.**

RAM SINGH : Isn't he as happy as he **seems** ?

LAL SINGH : **No,** he **isn't.** He keeps getting pains in his **stomach.**

5 : What Does It Seem Like ?

FIRST SCOUT [*looking through field-glasses*] : See that thing **there** ?

SECOND SCOUT [*looking through field-glasses*] : **Where** ?

FIRST SCOUT : In the right **foreground. . .** What **is** it ?

SECOND SCOUT : It seems like a **bush.**

FIRST SCOUT : **Does** it ? To **me** it seems like a **machine-gun post.**

SECOND SCOUT : It **may** be a machine-gun post. . . I see **one** person going **in** and another coming **out.**

FIRST SCOUT : Let us send a **message** to the section commander to say that there is an enemy machine-gun post one mile from **here.**

SECOND SCOUT : **Yes** . . . I'll get out the **radio.**

6 : Seems all Right

OFFICER : What's your **name** ?

RECRUIT : My name's **Kuppa.**

OFFICER : Have you any **birth-marks** on your body ?

RECRUIT : **Birth-mark** ? What's a **birth-mark** ?

OFFICER : A **birth-mark** is a sort of mark on a man's **body.** It's on the man's body from **birth.**

RECRUIT [*pointing*] : Yes, **here's** a birth-mark.

OFFICER : **That's** right ! [*Makes a note*]. Are you able to do writing in **Urdu** ?

RECRUIT : **Yes,** sir.

OFFICER : Put down your **name** and the name of the place from which you **come** on this **paper.**

RECRUIT : **Yes,** sir. [*Does so*]. Is **that** all right ?

OFFICER [*looking at paper*] : It **seems** all right.

S : A. *Put the right word in the spaces :*

1. He may be a Hindu but he .... like a Muslim.
2. There are three .... at the table—a man, a woman and a boy.
3. It is the uniform which .... her seem like a man.
4. Khan seems .... better at shooting than Ali.

B. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
   There are ten persons on the parade ground.
2. ....
   The place seems to be a barracks.
3. ....
   Yes, they seem like airmen.
4. ....
   He seems young because he is strong and healthy.
5. ....
   It is the white hair which makes him seem old.
6. ....
   No, he is not an old man ; he only seems to be old.

C. *Give the answers to these questions :*

1. What's the number of persons in this room ?
   ....
2. Are all the persons in this room men ?
   ....
3. What will make an old table seem new ?
   ....
4. Is the sun as small as it seems ?
   ....
5. Why does the sun seem smaller than it is ?
   ....

D. *Put the errors in these statements right :*

1. The sun comes up in the west.
   e.g. The sun comes up in the east.
2. The sun goes down in the east.
   ....
3. A pot is a sort of fruit.
   ....
4. My toes are a part of my hand.
   ....
5. My shorts are longer than my trousers.
   ....

Unit 77

use

Hands are for **working** and **doing** things with. That is the **use** of **hands. Eyes** are for **seeing** with. That is the **use** of **eyes. Teeth** are for crushing **food** with. That is the **use** of **teeth.** We take our **breath** in and let it out through our **noses.** That is the **use** of **noses.** We **say** things with our **tongues.** That is the **use** of our **tongues.**

Fire has a **number** of uses. We do our **cooking** on a fire. That is **one** of the uses of fire. Fire keeps us **warm** in cold **weather.** That is **another** use of fire. Fire makes **wet** things **dry.** That is still **another** use of fire. Fire has a **number** of uses for us.

We make good use of **earth** in **India.** We make **pots** with earth. We make **bricks** with earth. We make **walls** with earth. We make **very** good use of earth in **India.**

A **pack** is of **great** use to a **sepoy.** He puts his **great-coat, blanket, groundsheet, shirt** and a pair of **socks** in it when he goes from one place to another. A **haversack** is of great use to a **sepoy.** He puts his **small kit,** his '**housewife**' and '**emergency rations**' in it when he goes from one place to another. A **water-bottle** is of great use to a **sepoy.** He puts **water** in it when he goes from one place to another.

What is the use of a **mosquito-net** to a sepoy who **never** puts it up when he goes to **bed**? The mosquito-net is of **no** use to him. What is the use of a **pull-through** to a sepoy who **never** makes use of it for cleaning his **rifle**? The pull-through is of **no** use to him. What is the use of a **hockey-stick** to a sepoy who **never** has a **game** of hockey. The hockey-stick is of **no** use to him.

It is no use having **schools** in **villages** if you do not send your **boys** and **girls** to them. It is no use having **doctors** in villages if you do not **go** to the doctor when you are **ill.** It is no use having '**co-operative**' **banks** in villages if you go to a '**bania**' for money.



A. This is the **first** day of the month. Sita is on her way to a **store.** She is going to get some **soap,** some **tooth-paste** and some **tooth-brushes** from the store.

She is going to get Dr. **Jack's** tooth-paste. That is the sort of tooth-paste which they are **using** in their house. It is one of the **best** tooth-pastes in the **bazaar.** That is why they are using Dr. **Jack's** tooth-paste.

Sita is going to get Dr. **Martin's** tooth-brushes. That is the sort of tooth-brush which they are **using** in their house. It is one of the **best** tooth-brushes in the bazaar. That is why they are using Dr. **Martin's** tooth-brushes in their house.

Sita is going to get Dr. **Peter's** soap. That is the soap which they are **using** in their house. It is one of the **best** soaps in the bazaar. That is why they are **using** it in their house.

B. Sita is giving a number of **old** things to the storeman's boy for **money.** She is giving him some old **papers,** old **shoes,** old **blades.** The old papers are of no use to **her.** The old blades and shoes are of no use to **Ram.** The shoes are **very** old and full of **holes.** But these old blades and shoes may be of **great** use to some **other** persons. The storeman will make these old blades **sharp** again. He will put some **stitches** in the shoes and make them **seem** new. He will then give them at a **low** price to some persons who have not much **money.** These persons will get the things **second-hand.** What is of **no** use to **some** persons may be of **great** use to **others. That** is why the storeman gets together **second-hand** things from a number of **houses** in the town.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *use*.

1: What's the use of **hands**?
2: What's the use of **eyes**?
3: What's the use of **teeth**?
4: What's the use of **noses**?
5: What's the use of **tongues**?
6: What's **one** use of fire?
7: What's **another** use of fire?
8: What's still **another** use of fire?
9: What use do we make of **earth** in India?
10: Do we make **good** use of earth in India?
11: What's the use of a **pack** to a **sepoy**?
12: What's the use of a **haversack** to a sepoy?
13: What's the use of a **water-bottle** to a sepoy?
14: What's the use of a **mosquito-net** to a sepoy who never puts it up when he goes to **bed**?
15: What's the use of a **pull-through** to a sepoy who never makes use of it for cleaning his **rifle**?
16: Is a **hockey-stick** of any use to a sepoy who never has a **game** of hockey?
17: Is it any use having **schools** in villages if you do not send your **boys** and **girls** to them?
18: Is it any use having **doctors** in villages if you do not **go** to the doctor when you are **ill**?

19 : Is it any use having **co-operative banks** in villages if you go to a **bania** for money ?

A1 : What day is it **to-day** ?

2 : Where's Sita **going** ?

3 : Why is she going to a **store** ?

4 : What sort of **tooth-paste** is she going to get ?

5 : What sort of tooth-paste are they **using** in their house ?

6 : Why are they using Dr. **Jack's** tooth-paste ?

7 : What sort of **tooth-brushes** is she going to get ?

8 : What sort of tooth-brushes are they **using** ?

9 : Why are they using Dr. **Martin's** tooth-brushes ?

10 : What sort of **soap** is Sita going to get ?

11 : What sort of soap are they **using** in their house ?

12 : Why are they using Dr. **Peter's** soap ?

B1 : What's Sita giving the storeman's **boy** ?

2 : Will Sita get any **money** for them ?

3 : What old things is she **giving** to the storeman's boy ?

4 : Are the old papers of any **use** to her ?

5 : Are the old blades or shoes of any use to **Ram** ?

6 : Will these old things be of use to **other** persons ?

7 : What will the storeman do to the old **blades** ?

8 : What will he do to the old **shoes** ?

9 : How will the shoes seem **then** ?

10 : To whom will he **give** the old blades and shoes ?

11 : Will he give them at a **high** or a **low** price ?

12 : Why does the storeman get together **second-hand** things from a number of houses in the town ?

P1 : What's the use of (a) **(pencil)** ?

S : Pencil : pen, ink, paper, soap, bit of chalk, black-board, etc.

2 : Of what use is an **(electric light)** to us ?

S : Electric light : gas light, oil light, wax light, window, door, box, table, shelf, cupboard, etc.

3 : Is a **broken (cup)** of any use ?

S : Cup : pot, basin, glass, bottle, pencil, pen, knife, nail, screw, screw-driver, etc.

4 : Is it any use having a **(rifle)** if there is no **(ammunition)** ?

S : Rifle, ammunition : tank, petrol ; bomber, oil ; plate, food ; water-bottle, water.

5 : What use does a sepoy make of his **(pack)** ?

S : Pack : haversack, knapsack, bandolier, water-bottle, mosquito-net, blanket, great-coat, etc.

M1 : Make Use Of Old Things

RAM : I'm going to put this old calendar into the **fire.**

SITA : You don't make any **use** of your old things, Ram.

RAM : Of what use **are** old things ?

SITA : Of what **use** are old things ? I make **good** use of all the old things which **you** put away.

RAM : What use do you make of my old **trousers** ?

SITA : I make them into **shorts.**

RAM : What use do you make of my old **shorts** then ?

SITA : I get them cut up and make a **bag** out of the bits of cloth.

RAM : Are my old **shoes** of any use to you ?

SITA : **Yes,** there's a man who gives **one** pair of **new** shoes for **three** pairs of **old** shoes.

RAM : And my old **blades** ? Of what use are **they** ?

SITA : I give them to the second-hand **clothing** man. I get **good** money for them.

2 : Use Of Money

OFFICER : What do you do with your **pay,** Ram Sarup ?

SEPOY : I send **part** of it to my **father,** sir.

OFFICER : Do you put any money in the **bank** ?

SEPOY : **No,** sir.

OFFICER : Then you are not making good **use** of the money which you get.

SEPOY : What's the use of putting money in the **bank,** sir ?

OFFICER : If you put a little money in the bank every **month** you will have enough money at the end of the **war** for a **store,** or to get a '**zamin,**' or to give your boys and girls a good **schooling** . . . You will be making good **use** of your money.

SEPOY : The war will go on for **years,** sir, and no-one is able to say where I will be at the **end** of it.

OFFICER : You are **wrong,** Ram Sarup. It is **good** to have money in a bank. You may get **ill.** There may be no **work.** Then the money which you have in the bank will be of great **help** to you.

SEPOY : You're **right,** sir. From now on I will put some money in the bank every **month.**

W1 : Ask : What is the use of a (pencil) ?

2 : Ask : Do you make any use of your (mosquito-net) ?

Unit 78

quick, slow, watch



A. Ram is putting his things into a **box.** He is getting ready to go to **Calcutta.** It is **seven** o'clock now, and the train goes at **eight.** Ram has only **one** hour in which to get **ready,** have his **meal** and get to the **station.** His box is **almost** ready, but his **meal** is **not** ready. He is very **angry** with the **cook.**

B. Why is the meal not ready ? Because the cook is **new** to his work. He takes a **long** time to get a meal ready, because he is not able to do **everything** at the same **time. First** he does **one** thing, **then** he does **another.** He is not **quick ;** he is very **slow.** He is **very** slow in his work. He is **slow** because he is **new.** Ram's **old** cook was able to get a meal ready in **less** than **twenty** minutes. He was not **slow ;** he was very **quick.** He was **very** quick in his work. "Get my **meal** ready. **Quick** ! There is no **time.** You are very **slow,"** Ram says to the cook. "I am **sorry,** sir," says the cook to Ram. "I will have the meal ready in **fifteen** minutes."

C. Seven-thirty. After a very **quick** meal Ram is now ready to go to the **railway station.** There is a **tonga** in front of the house, ready to take Ram to the **station.** It is a good **way** to the station, and the tonga will take at least **twenty-five** minutes to get there. A **taxi** does it in less than **ten** minutes. A **tonga** is not as **quick** as a **taxi.** It is much **slower** than a taxi. But it is **war time** and the taxis have little **petrol.** Today there is not a **taxi** on the **streets.** Ram says to the **tonga-man,** "Take me to the **station. Quick** ! The train **goes** in half an hour." The tonga-man says to Ram, "**All** right, sir. I have a **good** horse. It is not **slow ;** it is very **quick.** Have no **fear.** I will get you to the station in **less** than half an hour."



D. Ram is at the **station.** It is one minute **past** eight by the **station** clock, and the train is going **out.** Ram is looking at his **watch.** By **his** watch it is only five minutes **to** eight. His watch is **slow.** It is **six minutes** slow. Ram is very **angry.** The **train** will get to Calcutta, but he will not be on it. There is only **one** train to Calcutta every day. He will not be able to go before **tomorrow.**

E. The same tonga is **still** outside the station. The horse is very **tired.** It is having a drink of **water** and a **rub-down.** "I was not able to **get** the train," says Ram to the tonga-man. "My watch was **six** minutes **slow.** Now take me back to my **house.** Is the horse **very** tired ?" "**No,** sir," says the tonga-man to Ram. "The horse is not **very** tired. Get **in.**"

Ram will have something to **say** to the cook when he gets **back.** And he will have still **more** to say, **tomorrow,** when he sends a letter and his watch back to the company which **makes** such watches.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *quick* AND *slow*.

A1 : What's Ram putting his **things** into ?
2 : Where's he getting ready to **go** ?
3 : What's the time **now** ?
4 : At what time does the train **go** ?
5 : How much time has Ram to get **ready,** have his **meal** and get to the **station** ?
6 : Why is Ram angry with the **cook** ?

B1 : Why is the meal not **ready** ?
2 : Why does the **new** cook take a **long** time to get a meal ready ?
3 : Is the new cook **quick** or **slow** in his work ?
4 : Why is **this** cook slow in his work ?
5 : Was Ram's **old** cook **slow** or **quick** in his work ?
6 : Why do you say that he was very **quick** in his work ?
7 : What does Ram **say** to the cook ?
8 : What does the **cook** say to **Ram** ?

C1 : What's the **time** ?
2 : Is Ram **ready** ?
3 : How will Ram go to the **station** ?
4 : Is the station **near** ?
5 : How long will the tonga take to **get** there ?
6 : Which is **quicker,** a **tonga** or a **taxi** ?
7 : Why do you say that a tonga **is not** as quick as a taxi ?
8 : Why are there no **taxis** on the street ?
9 : Is the horse **quick** or **slow** ?

D1 : Where's **Ram** ?

2 : What's the time by the **station** clock ?

3 : Where's the **train** ?

4 : What's the time by Ram's **watch** ?

5 : Is Ram's watch **quick** or **slow** ?

6 : How **slow** is Ram's watch ?

7 : Is there **another** train to Calcutta today ?

8 : Why is Ram **angry** ?

E1 : Is it a **different** tonga outside the station ?

2 : What's the **horse** doing ?

3 : What does **Ram** say to the **tonga-man** ?

4 : What does the **tonga-man** say to **Ram** ?

5 : What will Ram do when he gets back to his **house** ?

6 : What will Ram do with his **watch** ?

P1 : Has your watch a **(glass)** ?

S : Glass : hour-hand, minute-hand, numbers on its face.

2 : My cook takes **(one hour)** to get my **(tea)** ready. Is he **quick** or is he **slow** ?

S : Tea : morning meal, mid-day meal, night-meal.

3 : Is a **(man)** as quick as a **(horse)** ?

S : Man, horse : horse, taxi ; taxi, train ; train, airplane.

M1 : Finger Marks, Pencil Marks

GOVINDA [*at store, after a time*] : You're very **slow ;** you're not giving me any **attention.**

STOREMAN : I'm **sorry.** I wasn't **able** to give you any attention... I'll be very **quick** now. What may I **get** you ?

GOVINDA : What's the price of this **book** ?

STOREMAN : **Five** rupees, sir.

GOVINDA : Five **rupees** ! It's a **small** book ; there are only a **hundred** pages in it. It isn't a **new** copy ; it's a **second-hand** copy. And there are all sorts of **marks** on every page of it, **finger**-marks and **pencil** marks.

STOREMAN : I'll give it to you for **four** rupees then.

GOVINDA : **All** right ! [*Takes book and gives money*]

2 : Take Good Care of Watch

KHAN : May I have your **watch** ?

GANPAT : **Yes.**

KHAN : May I **keep** your watch for the day ?

GANPAT : **Yes,** but take good **care** of it ; it's a very **good** watch.

KHAN : I'll take **very** good care of it.

Seatwork (Units 77—78)

A. *Put down* 'quick' *or* 'slow', *whichever is right, after these statements :*

1. The cook takes two hours to make tea............
2. This train does seventy miles in an hour............
3. This airplane does five hundred miles in an hour............
4. He takes half an hour to go through one page of an English book............
5. It takes him one and a half hours to have his meal ....
6. My sister takes two hours to put on her dress and get ready............
7. He is able to get his rifle clean in five minutes............

B. *Put the right word in the spaces :*

1. We put a nail in with a hammer. That is the............of a hammer.
2. A stick............a number of uses.
3. A knife has a number of uses............a soldier.
4. Do you............good use of your mosquito-net ?
5. A haversack is............great use to us.
6. I am............Dr. Jack's tooth-paste.

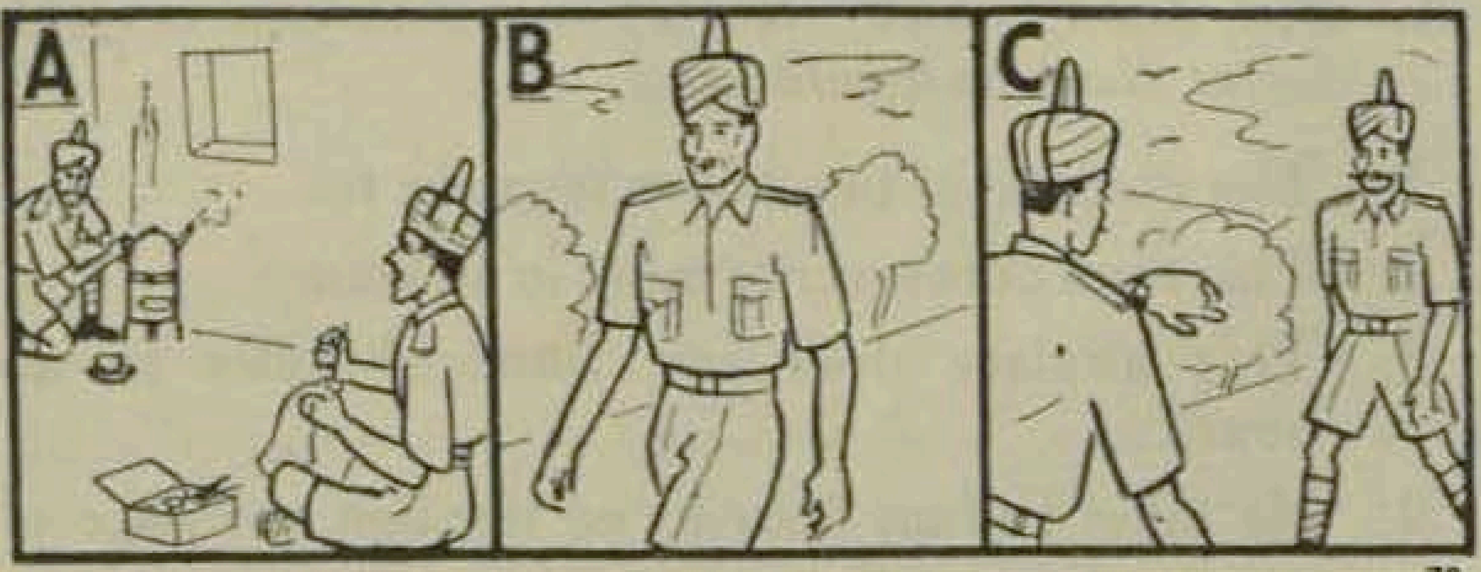
C. *Put the* '-ing' *form of the right word from this list in the spaces :*

join, fall, sneeze, let, support, cough, crush, twist, fold, cry, light, smoke, fight, clean.

1. He is............two bits of cloth with a needle and thread.
2. The cooks are............the wheat in a machine.
3. They are............one another with sticks.
4. I am............my house to a friend.
5. If the father and the mother are dead, who is ....the boy ?
6. Have you a bad cold ? You are............ and............
7. He is............a hookah.
8. You are............a match.
9. Rain water............on the road goes into a drain.
10. He will put the blanket in his bag after............it.
11. ....the boots is part of his work.
12. We put a screw in by............it.
13. This is a picture of a baby............for its food.

Unit 79

self (himself, myself, yourself, etc.)



A. Khan is making a **handkerchief** with some **cloth,** a **needle** and some **thread.** For **whom** is Khan **making** the handkerchief? He is not making it for his friend **Ali** at the other end of the room. He is not making it for his **brother** or for his **father** or for his **mother.** He is making the handkerchief for **himself.**

Ali is making some **tea** at the other end of the room. For **whom** is he making the tea? He is not making it for his friend **Khan.** He is not making it for his **officer** or for his **father** or for his **mother.** He is making the tea for **himself.**

ALI: What are you **doing,** Khan?

KHAN: I'm making a **handkerchief.**

ALI: Who are you making it **for**? Are you making it for any of your **friends**?

KHAN: **No,** I am not making it for any of my **friends**; I am making it for **myself.**

ALI: **Oh,** you are making it for **yourself**?

KHAN: **Yes,** I'm making it for **myself** . . . I see **you** are doing something . . . What are **you** doing?

ALI: I am making some **tea.**

KHAN: Who are you making it **for**? Are you making it for any of your **friends**?

ALI: **No,** I am not making it for any of my **friends**; I am making it for **myself.**

KHAN: **Oh,** you are making it for **yourself**?

ALI: **Yes,** I am making it for **myself.**

B. Khan is going to the bazaar to get a **watch.** He is saying to himself, "The watches in the **bazaars** are **better** than the watches in the **canteen.** I am going to get a very **good** watch this time. I have **enough** money in my pocket **now.**" That is what he is **saying** to himself.

C. An hour later. Khan is coming back from the bazaar with a good **watch.** His friend **Ali** sees him.

ALI: What are you **looking** at, Khan?

KHAN: My new **watch.**

ALI: Your new **watch**? May I have a **look** at it? [*Takes it from Khan*] . . . It is a very **good** watch . . . For whom **is** it? Is it for your **father**?

KHAN: **No,** it is for **myself.**

ALI: For **yourself**?

KHAN: **Yes,** for **myself.**



D. This is Khan's room in the **barracks.** On the **left** are a **box** and a **shelf.** The box is **Khan's** box. Khan keeps his **drinking** vessels in this box. No **other** person makes use of this box. Khan has the box to **himself.** Over the box is Khan's **shelf.** Khan keeps his **knapsack** on this shelf. No **other** person makes use of this shelf. Khan has the shelf to **himself.**

Khan has a full set of **equipment** to himself. He has a **rifle** to himself. He has a **bed** to himself. He has a **mosquito-net** to himself. He has a full set of **equipment** to himself, but he hasn't a **room** to himself; there are eight **other** sepoys with him in the room.

No sepoy has a room to **himself** in a barracks. But an **officer** has a room to himself as a **rule.**

E. Khan is putting his **kit** straight. He does this **every** day. He does this before kit **inspection.** No-one does this work **for** him. He does it **himself.** No-one gets his **rifle** clean for him. He does the cleaning **himself.**

An officer **never** gets his rifle clean himself; his **batman** gets it clean for him. An officer never does **washing** himself; a **dhobie** gets his washing clean for him. An officer never does any **stitching** himself; a **darzi** does it for him. An officer has no **time** for such things.

C: We make use of *-self* when an act has a reflexive effect. *I am making a handkerchief for myself.* We also make use of *-self* for emphasis. *He does it himself = no-one does it for him; he does it without anyone's help or support.*

A1: What is **Khan** doing?

2: Is he making the handkerchief for his friend **Ali**?

3: Is he making it for his **brother**?

4: Is he making it for his **father** or for his **mother**?

5: For whom **is** he making it then?

6: What is **Ali** doing?

7: Is he making the tea for his friend **Khan**?

8: Is he making it for his **officer**?

9 : For whom **is** he making it then ?

B1 : Where is Khan **going** ?

2 : What is he **saying** ?

3 : Is he saying it to his friend **Ali** ?

4 : Is he saying it to his friend **Karim** ?

5 : To whom **is** he saying it then ?

C1 : Who **sees** Khan when he is coming back from the bazaar ?

2 : What is Khan **looking** at ?

3 : Is the watch for his **father** ?

4 : Is it for his **mother** ?

5 : For whom **is** it then ?

D1 : What is **this** ?

2 : What is on the **left** ?

3 : Whose box **is** it ?

4 : What does Khan **keep** in it ?

5 : Does any **other** person make use of this box ?

6 : Has Khan the box to **himself** ?

7 : Where is the **shelf** ?

8 : What does Khan **keep** on this shelf ?

9 : Does any **other** person make use of this shelf ?

10 : Has Khan the shelf to **himself** ?

11 : Has Khan a full set of **equipment** to himself ?

12 : Has he a **rifle** to himself ?

13 : Has he a **bed** to himself ?

14 : Has he a **mosquito-net** to himself ?

15 : Has he a **room** to himself ?

16 : Why do you say he has no room to **himself** ?

17 : Has **any** sepoy a room to himself in a barracks ?

18 : Has an **officer** a room to himself as a rule ?

E1 : What is Khan **doing** ?

2 : Does anyone ever do this work **for** him ?

3 : Does anyone get his **rifle** clean for him ?

4 : Who **does** it then ?

5 : Does an officer get his rifle clean **himself** ?

6 : Who gets it clean **for** him then ?

7 : Does an officer ever do any **washing** himself ?

8 : Who does it **for** him then ?

9 : Does an officer ever do any **stitching** himself ?

10 : Who does it **for** him then ?

11 : Why doesn't an officer ever do any washing or stitching **himself** ?

P1 : I am making (a) **(bag)** for myself . . . For **whom** am I making the bag ?

S : Bag : net, tea, coffee, chapatis, etc.

2 : Have you a **(rifle)** to yourself ?

S : Rifle : uniform, belt, knap-sack, room, haversack, pair of boots, pair of stockings, bed, shelf, mosquito-net, etc.

3 : Do you get your **(belt)** clean yourself or does some **other** person get it clean **for** you ?

S : Belt : uniform, rifle, boots, etc.

4 : Do you get your (blades) from the canteen **yourself** or does some **other** person get them **for** you ?

S : Blades : pencils, paper, socks, stockings, etc.

M : We Keep Ourselves Healthy

(*Khan on leave in his village comes across an old friend.*)

FRIEND : **Hullo, Khan !**

KHAN : **Hullo, Habib.**

FRIEND : You are looking **much** healthier than before.

KHAN : I **am** much healthier than before. We keep ourselves **clean** and **healthy** in the Army.

FRIEND : What do you **do** to keep yourselves healthy ?

KHAN : **P.T.,** hard **work,** games in the open **air,** good **food,** a good night's rest under a **mosquito-net,** a **bath** every day and a **medical** examination every two or three **months. These** are the things which keep us **healthy.**

FRIEND : Is the work **hard** ?

KHAN : **Yes,** we do **very** hard work . . . There's **training** and **school,** and we give our **rifles** and **equipment** a clean-up **every** day.

FRIEND : You do all that sort of work **yourselves** ?

KHAN : **Yes,** we do it **all** ourselves ; no-one does it **for** us, no-one gives us **help.** We do it **ourselves.** It keeps us **strong** and **healthy.**

FRIEND : Where are you **going** ?

KHAN : My friend is getting **married** to-day. I am going to his **house.**

FRIEND : Aren't your **father** and your **brother** going ? I see that you are by **yourself.** Where are your **father** and **brother** ?

KHAN : **Father** is **ill** and there is much **work** for my **brother** to do.

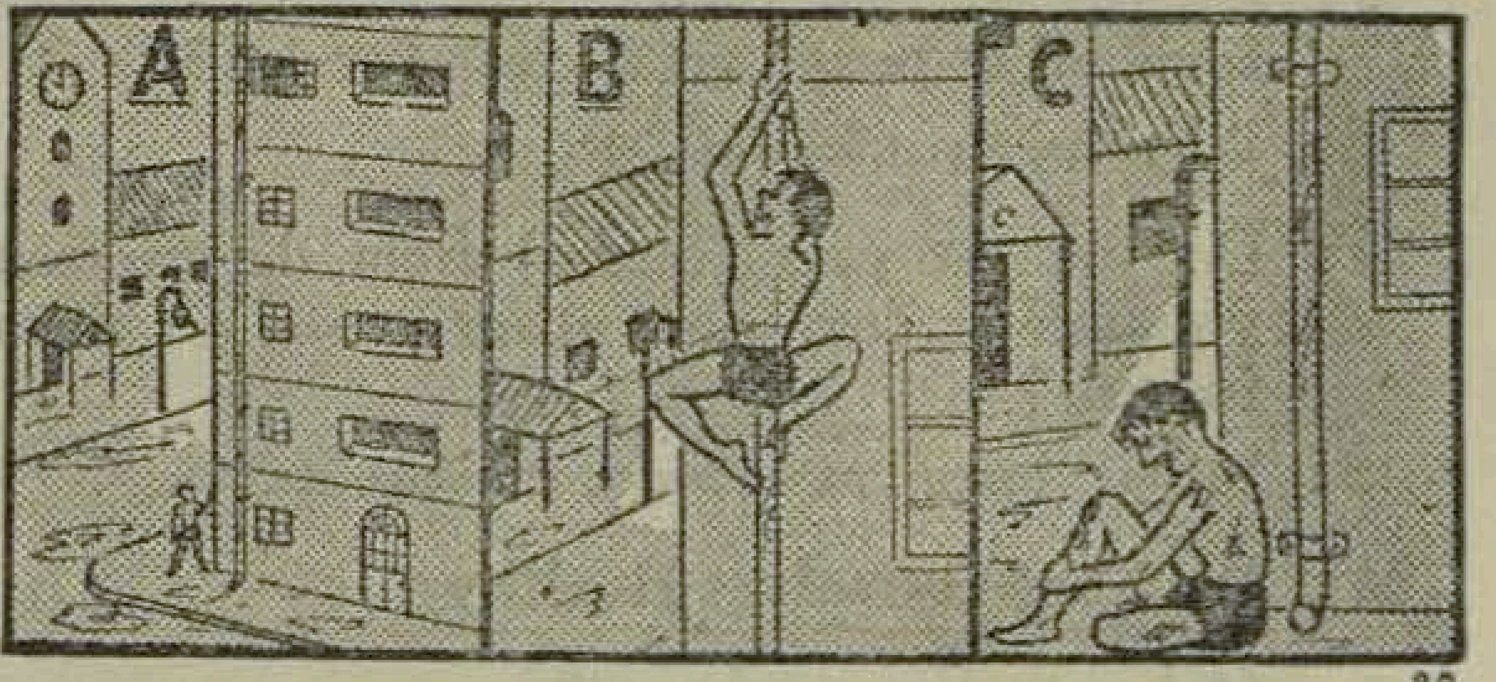
FRIEND : **Well, Good-bye !**

W1 : Putting errors right : I am going to get a (pencil) from the store for me.

2 : I—he, you conversion : (I) (am) taking this (apple) for (myself).

Unit 80

attempt



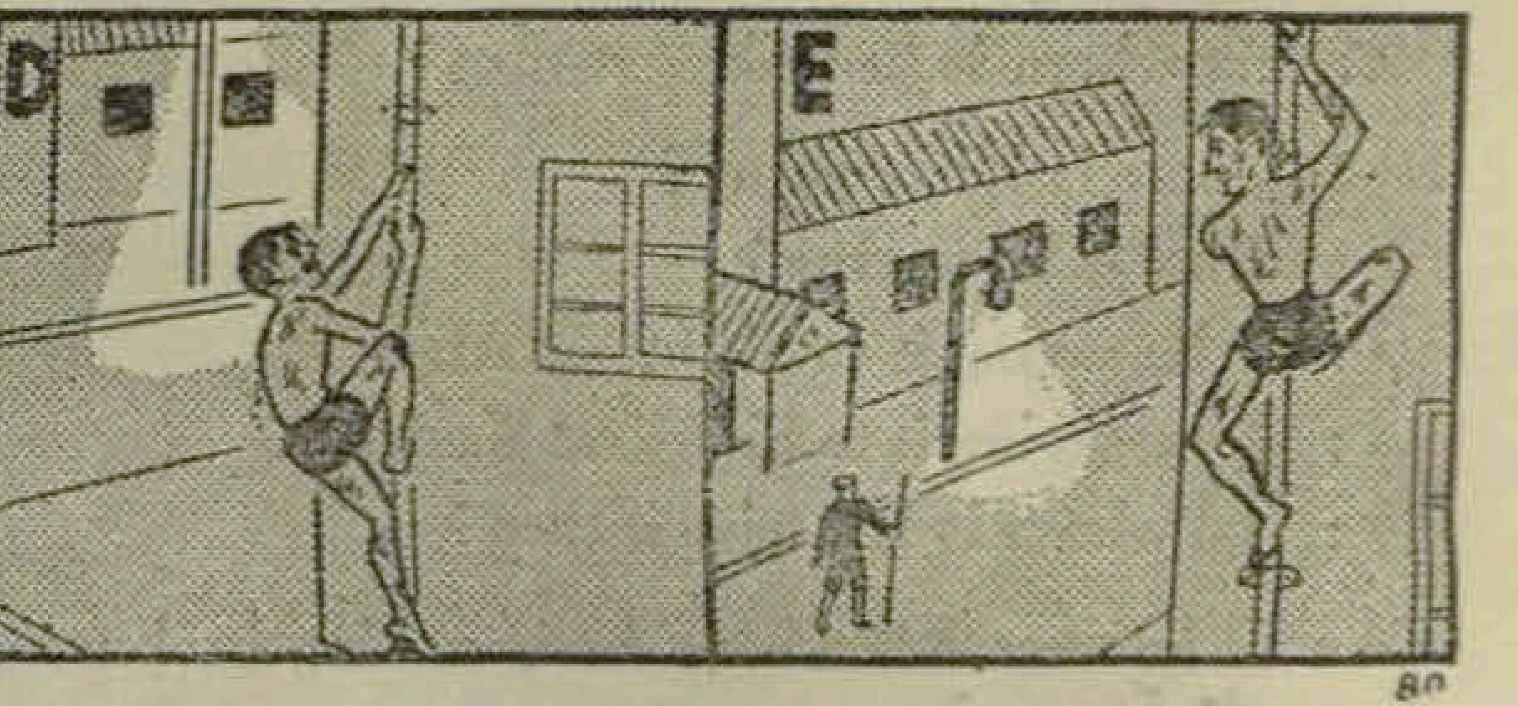
A. Ram's house is on the **fourth** floor of this building. It is ten at **night**, and Ram and his family are away at the **pictures.** There is **no-one** in the **house.** The street lights are **on,** but they are not very **bright.**

There is a **man** at the foot of the wall. He is a **bad** man, a **'thief,'** one who takes the property of **others** when no-one is **looking.** He sees a **drain-pipe** going up the wall of the building. "I will make use of that **drain-pipe** to get into the **house,"** he says to himself. The drain-pipe is near a **window** of Ram's **house.** But the drain-pipe is **wet.** It was **raining** an hour back and the drain-pipe is wet with **rain-water.** Will the thief be **able** to get up the wall by the drain-pipe? He is taking his **shoes** off. He is getting ready to make an **attempt.** If he is not able to get to the window the **first** time he will make **another** attempt. The thief is now getting ready to make an **attempt** to get to the **window.**

B. Two minutes later. The thief is half way up the **pipe.** But he is not going **up ;** he is coming **down.** The drain-pipe was so **wet** that he was not able to get to the **top.** He was **almost** at the top, but his **hands** and **knees** were paining him so much that he was not able to go **on.** They are **still** paining. He is letting **go.**

C. It was a **fall** but not a **bad** fall, because the earth was **wet** and **soft.** The thief has a pain in the right **leg,** and he is **rubbing** it to take the pain **away.** He is **dirty** and **angry.** But he will not give up the **attempt.** He will make a **second** attempt to get to the window. And if he is not able to get to the window in his **second** attempt he will make a **third** attempt and then a **fourth.** Today is the **first** day of the month. It is **pay-day** and there is much **money** in Ram's box. There is **still** time, and no-one is **near.** Ram and his family will not be back from the pictures till **twelve o'clock.** That gives the thief another **two hours.**

D. The thief is attempting to get to the window for the **fourth** time. He has a feeling of **fear.** **Before** he was in fear of **falling.** Now it is a **different** fear.



His fear is that a **policeman** may see him and take him to a **police station.** It is **almost** twelve o'clock and this will be the thief's last **attempt.** If he is not able to get into the house **this** time he will not make any **more** attempts.

E. The thief is **again** half way up the drain-pipe. But someone is coming up the **road.** He has on a **uniform.** He has a **cap** on his **head** and a **stick** in his **hand.** Who **is** it? He seems to be a **policeman.** The thief is in **danger.** The policeman is coming **nearer.** He is going up to the **building.**

POLICEMAN : Hi, **you** there! What are **you** attempting to do?

THIEF : I'm attempting to get into the house on the fourth **floor.**

POLICEMAN : That is clear **enough.** But why are you using the **drain-pipe** to get into the house?

THIEF : Because I have no **key** with me.

POLICEMAN : Come **down!** **Quick!** Or I will **make** you come down.

RAM [*coming up*] : What's **this**? What's **this**?

POLICEMAN : This man was attempting to get into that house there, on the fourth **floor.**

RAM : That is **my** house.

POLICEMAN [*to the other man*] : So you **are** a thief. Come **down.** **Quick!**

I'm going to take **you** to the **police station.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *attempt.*

A1 : Where's Ram's **house**?

2 : What's the **time**?

3 : Is there anyone **in** the house?

4 : Are the streets **bright**?

5 : Who is at the foot of the **wall**?

6 : What **sort** of man is he?

7 : What does the thief **see** going up the wall of the building?

8 : What does the thief **say** to himself?

9 : Is the drain-pipe **wet**?

10 : What is it wet **with** ?

11 : Will the thief make an **attempt** to get up the wall by the drain-pipe ?

12 : If he is not able to get to the window the **first** time what will he do ?

13 : What is the thief **doing** now ?

B1 : Where's the thief **now** ?

2 : Is he going **up** or is he coming **down** ?

3 : Why wasn't the thief able to get to the **top** ?

4 : How far up did he **get** ?

5 : Why was he not able to go **on** ?

C1 : Was it a **bad** fall ?

2 : **Why** wasn't it a bad fall ?

3 : Is the thief all **right** ?

4 : What's he doing to his right **leg** ?

5 : Was he able to get to the window in his **first** attempt ?

6 : Will he give **up** the attempt to get to the window ?

7 : Will he make a **second** attempt ?

8 : What will he do if he is not able to get to the window in his **second** attempt ?

9 : What **day** is it today ?

10 : Why is there much **money** in Ram's box ?

11 : At what time will Ram and his family be **back** ?

D1 : What's the thief attempting to **do** ?

2 : What sort of **feeling** has he ?

3 : What's his fear **now** ?

4 : If he is not able to get to the window **this** time will he make any **more** attempts ?

5 : Will this be his **last** attempt ?

E1 : Where's the thief **now** ?

2 : We see someone coming up the **road.** Who may he **be** ?

3 : Why does he seem to be a **policeman** ?

4 : Is the thief **safe** ?

5 : What does the thief say he is attempting to **do** ?

6 : Why does he say he is using the **drain-pipe** to get into the house ?

7 : What does the **policeman** say to Ram ?

8 : Where will the policeman **take** the thief ?

P1 : There is a **(cup)** on that shelf. **I'm** not tall enough to take the cup off the shelf. Will **you** make an attempt to take the cup off the shelf for me ? . . . What are you **doing** ?

S : Cup : glass, bottle, plate, umbrella, hat, cap, etc.

N : Learners are to make use of *attempt* in the answer.

2 : I'm not able to get this **(window)** open. Will **you** make an attempt to get the window open for me ? . . . **What** are you doing ?

S : Window : door, box, bottle, etc.

N : Learners are to make use of *attempt* in the answer.

3 : What am I attempting to **do** ?

N : Attempt to give table a push, to give cupboard a push, to give black-board a push, to get a stick broken.

M1 : <u>**My First Attempt**</u>

TEACHER [*giving book back*] : Only **two** marks for your test. There are **eight** errors in it.

SEPOY : I'm **sorry** sir. That's only my **first** attempt. I'll do it **again.**

TEACHER : Yes, make **another** attempt and put all the errors **right.**

SEPOY : I **will.**

2 : <u>**Make An Attempt To Put Nail In**</u>

KHAN : What are you doing with those bits of **wood** ?

SAMI : I'm attempting to make a **join** in them. But the nail won't go **in.** Will **you** make an attempt to put the nail in ?

KHAN : **All** right. [*After seeing nail*] : The **point** of the nail isn't **sharp** enough and the bits of wood are very **hard.** The nail **won't** go in.

3 : <u>**Attempting to Get Box Open**</u>

KHAN : Are you attempting to get that **box** open ?

SAMI [*who is attempting to get box open*] : **Yes.**

KHAN : May **I** give you help ?

SAMI : **Yes,** please.

4 : <u>**In The Attempt**</u>

FIRST COOK : Will you please get that **cocoanut** open for me ?

SECOND COOK : I may get my **fingers** cut in the attempt.

FIRST COOK : You **won't** get your fingers cut if you do it with **care.**

SECOND COOK : **All** right, I'll **see.**

5 : <u>**No Use Attempting**</u>

A : What are you **doing** ?

B : I'm making an attempt to get this **bicycle** to go.

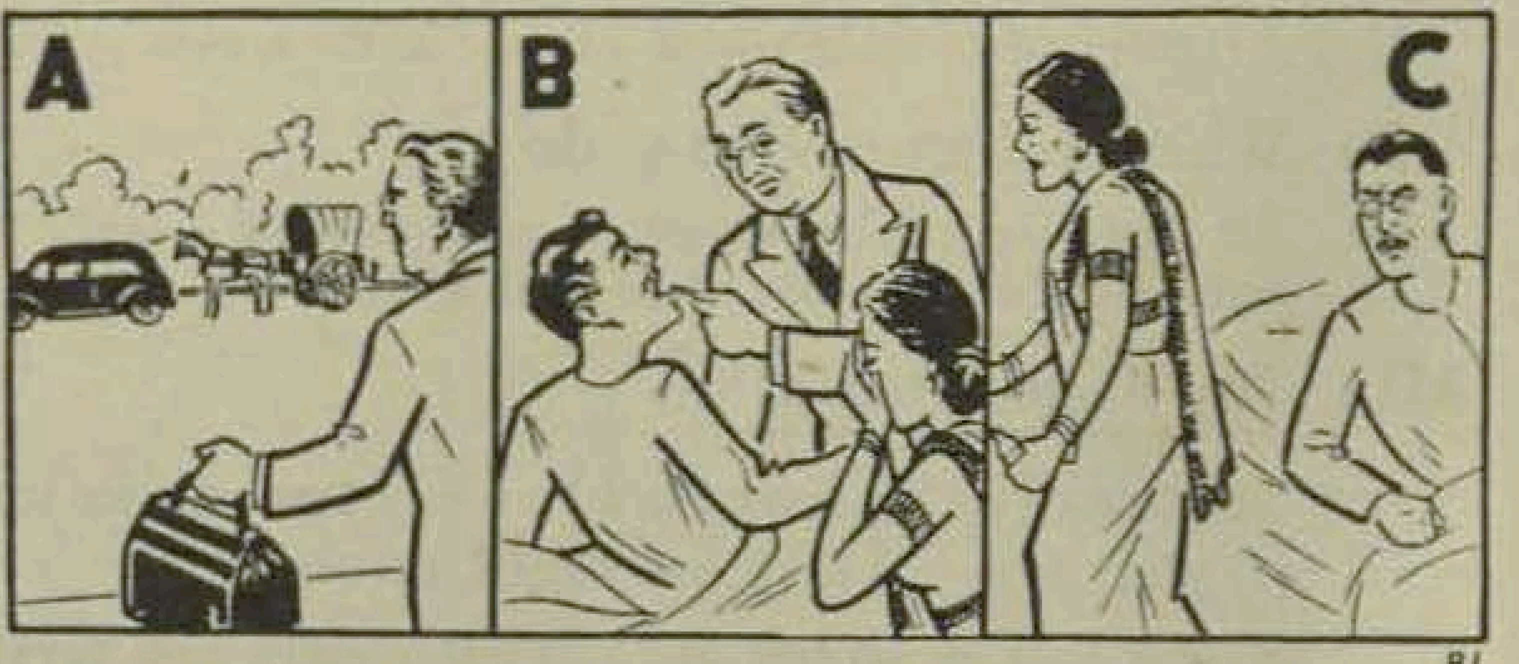
A : Haven't you a **'spanner'** ?

B : **No, I haven't.**

A : It's not much use attempting to do anything to a bicycle without a **spanner.**

Unit 81

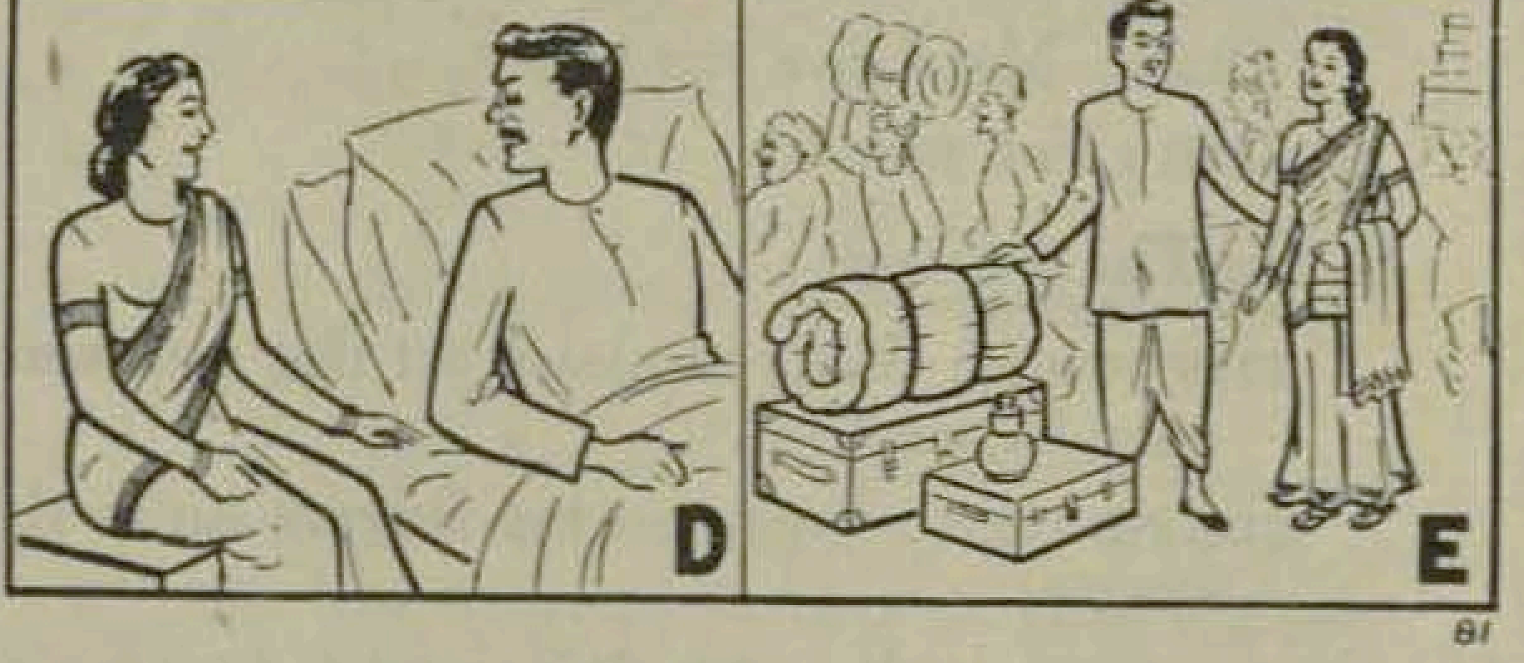
quickly, slowly



A. This is Dr. **Naidu.** He is Ram's family **doctor.** Ram is very **ill.** He is in **danger.** Dr. Naidu is going to Ram's house to **see** him. There are a **tonga** and a **taxi** across the road. "The **taxi** will get me there more **quickly,"** says Dr. Naidu to himself. "A **tonga** goes so **slowly.** There's no **time** for a tonga."

B. Here is Ram, very ill in **bed.** The doctor is having a look at his **throat.** Sita is on a seat by Ram's **side.** Ram has a bad **cough.** He is coughing **badly.** His throat is giving him **pain.** It is paining him **greatly.** He **may** be in **great** danger. Sita is very **sad.** She is **crying.** She is crying **softly** to **herself.**

C. Two days later. Ram is **still** in bed. He is **still** very ill. He is **still** not out of **danger.** He is very **angry** with Sita because she is **crying.** "Don't keep on **crying,"** he says. "If you keep on **crying** I will send you **away."** Sita is very **sad.** She is going away from Ram's bed **sadly.** She is going to get some more **medicine.** She has a sad **smile** on her face. She is crying and smiling **sadly.**



D. Another week. Ram is **much** better **now.** He is **out** of danger. He is not coughing as badly as **before.** His throat is not giving him as much **pain** as before. His throat is nearly **better,** but it is not **completely** better. Dr. Naidu says that it will be **completely** better in a day or two. Ram is feeling much **happier** than before. He is no longer **angry.** He is **smiling** at Sita, and she is smiling back at him **sweetly.** They were married **fifteen** years back, but because Ram was **ill** and in **danger** they have **more** feeling for one another than **ever** before.

E. Ram and Sita are at the **railway** station. Ram is now **completely** better. He has a bright **smile** on his face. He is smiling **brightly.** He is going away to **Kashmir** for a complete **rest. Sita** is going **with** him. The nearest railway station to Kashmir is **Rawalpindi.** There are **two** trains to Rawalpindi, a **quick** train and a **slow** train. The **quick** train will go **quickly,** and the **slow** train will go **slowly.** Ram and Sita are taking the **quick** train.

C: *Quickly, slowly* make clear how the taxi or the tonga goes. *Badly* makes clear how Sita is coughing.

A1: Who is **this**?
2: Is he Ram's family **doctor**?
3: How is **Ram**?
4: Is Ram in **danger**?
5: Where's the doctor **going**?
6: What are across the **road**?
7: Which will take the doctor more **quickly**—a **tonga** or a **taxi**?
8: Does a tonga go **quickly** or **slowly**?
9: What does Dr. Naidu **say** to himself?

B1: How is **Ram**?
2: What's the doctor having a **look** at?
3: Who is by Ram's **side**?
4: What's **wrong** with Ram?
5: How is he **coughing**?
6: What is giving him great **pain**?
7: **How** is his throat paining him?
8: How is Sita **crying**?

C1: How is Ram **now**?
2: Is he out of **danger**?
3: With whom is he **angry**?
4: Why is he angry with **Sita**?
5: What's he **saying** to her?
6: What's she going to **get**?
7: How is she **smiling**?

D1: Is Ram out of **danger** now?
2: Is he coughing as **badly** as **before**?
3: Is his throat **completely** better?
4: When will his throat be **completely** better?
5: How is Ram **feeling**?
6: What is he **doing**?
7: What is **Sita** doing?
8: When were they **married**?
9: Why have they more feeling for one another **now** than **before**?

E1 : Where are **Ram** and **Sita** ?

2 : Is Ram **completely** better ?

3 : How is he **smiling** ?

4 : Where is he **going** ?

5 : Who is going **with** him ?

6 : Which is the nearest **railway** station to Kashmir ?

7 : What two sorts of **train** are there ?

8 : How will the **quick** train go ?

9 : How will the **slow** train go ?

P1 : My **(tonga)** takes **(one)** hour to go **(two miles).** Does my tonga go **quickly** or does it go **slowly** ?

S : Tonga : horse, car.

2 : I take **(one)** hour to have my (morning tea). Do I have my morning tea **quickly** or do I have it **slowly** ?

S : Morning tea : mid-day meal, night meal.

3 : My tailor takes (**one** hour) to make a **(coat).** Is he able to make a coat **quickly** ?

S : Coat : shirt, pair of trousers, pair of shorts.

4 : Which fires more **quickly—a rifle** or a **(tommy gun)** ?

S : Tommy gun : machine-gun, Lewis gun.

M1 : Get Married Shortly

RAM SINGH : **Ganpat** seems very **happy** these days.

LAL SINGH : **Yes,** he's going to get **married** in a short time.

RAM SINGH : Is he going to get married **shortly** ?

LAL SINGH : **Yes,** he's going to get married **very** shortly. He's going to get married on **Sunday.**

2 : Take Him Safely

SITA : The driver is **ill.** Who'll take Prem to **school** today ?

RAM : Let him go in **Arjun's** car.

SITA : Will he be **safe** in Arjun's car ?

RAM : **Yes,** Arjun will take him to school **quite** safely.

3 : Is Biting Lips Angrily

FIRST SEPOY : The sergeant seems to be very **angry.**

SECOND SEPOY : **Yes,** he's biting his lips **angrily.**

FIRST SEPOY : Why is he **angry** ?

SECOND SEPOY : Because his **meals** are never ready in time.

4 : Will Go Readily

RAM SINGH : **Come** on, let's go to the reading-room and have a look at the **picture-papers.**

LAL SINGH : I'm writing a letter to my **father.** Take **Thappa** with you.

RAM SINGH : Will **he** go with me ?

LAL SINGH : Yes, he **will.** He takes a **great** interest in the papers. He'll go very **readily.**

5 : Using It Badly

DAS : I see that there are **holes** in my boots.

SAMI : Your boots aren't **very** old, **are** they ?

DAS : **No,** they **aren't.**

SAMI : You aren't taking enough **care** of them ; you're using them **badly** . . . I give my boots a rub **every** day. I take **good** care of them.

6 : Was Completely Broken

RAM : Will you please get me some **cigarettes** ?

GOVINDA : I'm **tired.**

RAM : **Tired** ? Go on your **bicycle.**

GOVINDA : It's **broken.** There was a **smash** yesterday and my bicycle was **completely broken.**

7 : I Am Coughing Badly

SAMI : I'm coughing **badly,** doctor.

DOCTOR : **Yes,** you have a **very** bad cough. Take a little of this medicine three times a **day** and you will be all right very **quickly.**

SAMI : **Thank** you, doctor ! Will you give me a medical **certificate** ?

DOCTOR : Yes. . . [*Writing on a bit of paper*] : " Sami has a bad cough. He will not be able to go on P. T. or parade for two days. Please give him two days' leave."

SAMI : Thank you very **much,** doctor.

S : *Put these statements differently by using the '-ly' form of the words in sloping print :*

1. The train is very *slow*.

....

2. He is very *quick* in his work.

....

3. Is the wound giving you *great* pain ?

....

4. I have a *bad* cough.

....

5. She has a *sad* smile on her face.

....

6. He is giving her an *angry* look.

....

Unit 82

stem, branch, leaf, root, monkey, tail



A. This is a picture of a **tree.** The part of the tree which goes up from the earth is the **stem** of the tree. The stem of **this** tree is **long** and **narrow.** The tree has three **branches.** The branches go off from the **stem.** The branch on the **left** is **long** and **straight.** The two branches on the **right** are **short** and **bent.**

At the **right** side of the tree, on the **earth,** there is a **leaf.** The leaf is from one of the branches of the **tree.** The leaf is **small.** The **colour** of the leaf is **green.** The leaf is **green** because it is **young.** At the **left** side of the tree, on the **earth,** there is **another** leaf. **This** leaf is from a **different** branch of the tree. The leaf is not **green ;** it is **yellow.** The leaf is **yellow** because it is **old** and **dry.**

There are a **great** number of leaves on the branches. There are more leaves on the branch on the **left** than on the branches on the **right. Some** of the leaves are **yellow** and **some** of the leaves are **green.** There are **no** leaves on the **stem.**

A part of the tree is **under** the earth. It is the **root** of the tree. We are not able to see the **root** of the tree because it is **under** the **earth. Most** trees have not **one** root but a **number** of roots.

The **leaves** and **roots** of a tree are of great **use** to a tree. The leaves make **food** for the tree. That is **one** of the uses of leaves to a tree. A tree takes in **air** through its **leaves.** Every leaf is like a **mouth** or **nose** through which the tree does its **breathing.** That is a **second** use of leaves to a tree. Its **roots** are of as **much** use to a tree as its **leaves.** A tree gets most of its **food** from the earth through its **roots.** That is **one** of the uses of its roots to a tree. The roots keep the stem **upright.** That is a **second** use of the roots to a tree. The roots give a tree **support.**

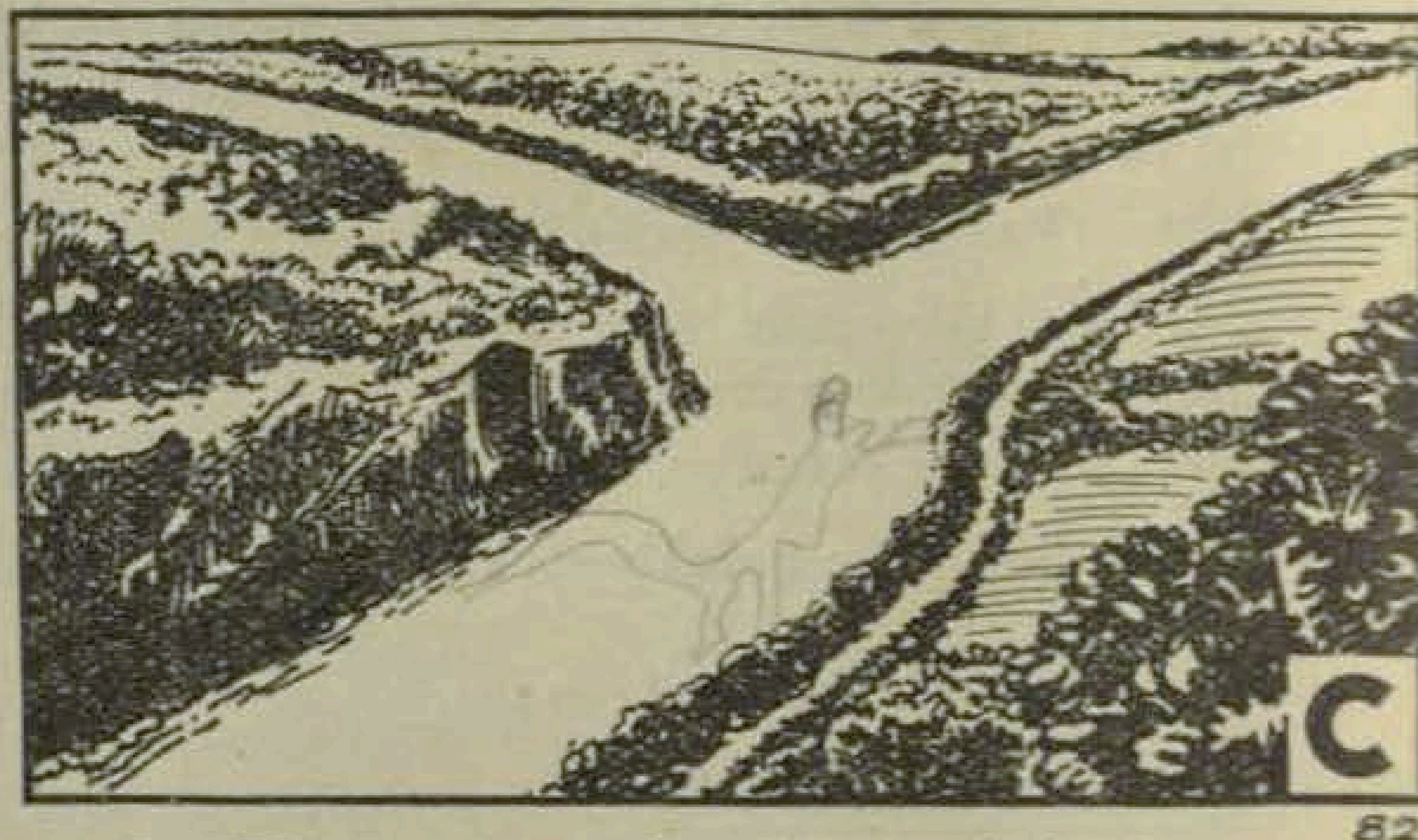
The leaves and roots of **some** trees are of great use to **men.** They are of great use as **medicines.**

In **England** in the **winter** most trees have no **fruit** or **leaves** or **flowers** on them. In the **summer** the trees put out **new** leaves and flowers and the trees are **green** again.

B. This is a **'banyan'** tree. It is a **great** tree with a **great** number of branches. It is full of **leaves.** It is a good tree for **shade.** In the shade of the tree there is a **man.** By the **side** of the man is a **monkey.** He is giving the monkey **'bananas.' Another** monkey is hanging from a **branch** of the **tree.** It is hanging from the branch by its **tail.** The monkey has a **long, narrow tail.** It sees that the other monkey is having **bananas ;** it will come down from the tree very **quickly.**

The monkey which is having **bananas** has a **tail.** But **its** tail is not as **long** as the tail of the monkey which is hanging from a branch of the **tree.** It is only **half** as long. It is a **short** tail.

The two monkeys are the man's **property.** They are of great **use** to him. They make **money** for him. He takes them from **place** to **place** and everyone who comes to see the monkeys **playing** gives him some **money.**



C. This is the road in **front** of the banyan tree. The road has two **branches.** The branch on the **right** goes to a great **town.** After giving the monkeys some **bananas** the man will get up and take the **branch** which goes to the great **town.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *stem* AND *branch.* ALSO PLURAL OF *leaf* IS *leaves,* OF *branch branches.*

A1 : What's **this** ?
2 : What's the name of the part of the tree which goes up from the **earth** ?
3 : Is the stem of this tree **long** or **short** ?
4 : What number of **branches** has it ?
5 : From where do the branches of the tree go **off** ?
6 : Is the branch on the left **straight** or **bent** ?
7 : Are the branches on the **right** straight or bent ?
8 : What's at the **right** side of the tree, on the **earth** ?
9 : Where's the leaf **from** ?
10 : Is it a **small** leaf ?
11 : Is the leaf **green** or **yellow** ?
12 : Is the leaf **old** or **young** ?
13 : Is the leaf which is on the earth at the **right** side **green** or **yellow** ?

14 : Why's the leaf **yellow** ?

15 : Which branch has **more** leaves on it, the branch on the **left** or the branch on the **right** ?

16 : Are the leaves on the tree **green** or **yellow** ?

17 : Are there any leaves on the **stem** ?

18 : What name do we give the part of the tree which is **under** the earth ?

19 : Are we able to see the **roots** of the tree in the picture ?

20 : **Why** aren't we able to see the roots of the tree ?

21 : Have any trees **more** than one root ?

22 : Of what use are its **leaves** to a tree ?

23 : What's **another** use of its leaves to a tree ?

24 : What's every leaf **like** ?

25 : Are its **roots** of as much use to a tree as its **leaves** ?

26 : How does a tree get most of its **food** ?

27 : What keep the stem **upright** ?

28 : What give a tree **support** ?

29 : Of what use are the leaves and roots of **some** trees to us ?

30 : Have trees in **England** any fruit or flowers on them in the **winter** ?

31 : When do the trees put out **new** leaves and flowers ?

B1 : What sort of tree is **this** ?

2 : Has the tree any **branches** ?

3 : What's the tree **full** of ?

4 : Is it a good tree for **shade** ?

5 : Whom do we see in the **shade** of the tree ?

6 : What's the man giving the **monkey** ?

7 : Where is the **other** monkey hanging from ?

8 : What is it hanging **by** ?

9 : What sort of **tail** has the monkey ?

10 : What will it do when it sees the **other** monkey having a **banana** ?

11 : Has the monkey which is having a banana a **tail** ?

12 : Is its tail as long as the tail of the **other** monkey ?

13 : Whose **property** are the monkeys ?

14 : In what way are the monkeys of **use** to the man ?

C1 : What's **this** ?

2 : Has the road any **branches** ?

3 : Where does the branch on the **right** go ?

4 : Which branch will the man **take** ?

P1 : What's **this** the stem of ?

N1 : Point to stem of tree, of flower, of pipe.

2 : Have pictures on blackboard.

2 : Is this a (branch) of a **tree** ?

S : Branch : flower, leaf, stem, root.

N : Point to picture on blackboard. 'Yes' and 'no' answers.

3 : (Is) the **(stem)** of a tree **under** the earth ?

S : Stem : branches, leaves, roots.

4 : Of what use are its **(leaves)** to a tree ?

S : Leaves : roots.

5 : Of what use are the (leaves) of **some** trees to men ?

S : Leaves : roots.

6 : When does a tree put out **new** (leaves) in **England** ?

S : Leaves : flowers.

7 : What's the colour of an **(old)** leaf ?

S : Old : new.

8 : Has a (cat) a **tail** ?

S : Cat : rat, snake, dog, horse, monkey, man.

9 : Does a monkey have **(eggs)** for its food ?

S : Eggs : bones, meat, fish.

10: Have monkeys a fear of **(dogs)** ?

S : Dogs : snakes, cats, small boys, men.

S : A. *Put the right word in the spaces :*

1. After a time the tree will.................. out leaves.
2. In the summer some of these trees.................. out flowers.
3. A leaf.................................. food for the tree.
4. The branches.......................... off from the stem.
5. A tree takes in air................................ its leaves.
6. The roots keep the stem..................................
7. This road has two........................ ; one goes east and the other goes west.
8. Let me.. another attempt.
9. He was not able to get the First Class English Certificate................................ his first attempt.

B. *Put the word in sloping print in its plural form and make other necessary changes :*

1. This *branch* has flowers on it.

   ....

2. A young *leaf* is green.

   ....

3. Is there a *monkey* on that tree ?

   ....

4. The *stem* of this *tree* is very long.

   ....

5. A *horse* has a tail.

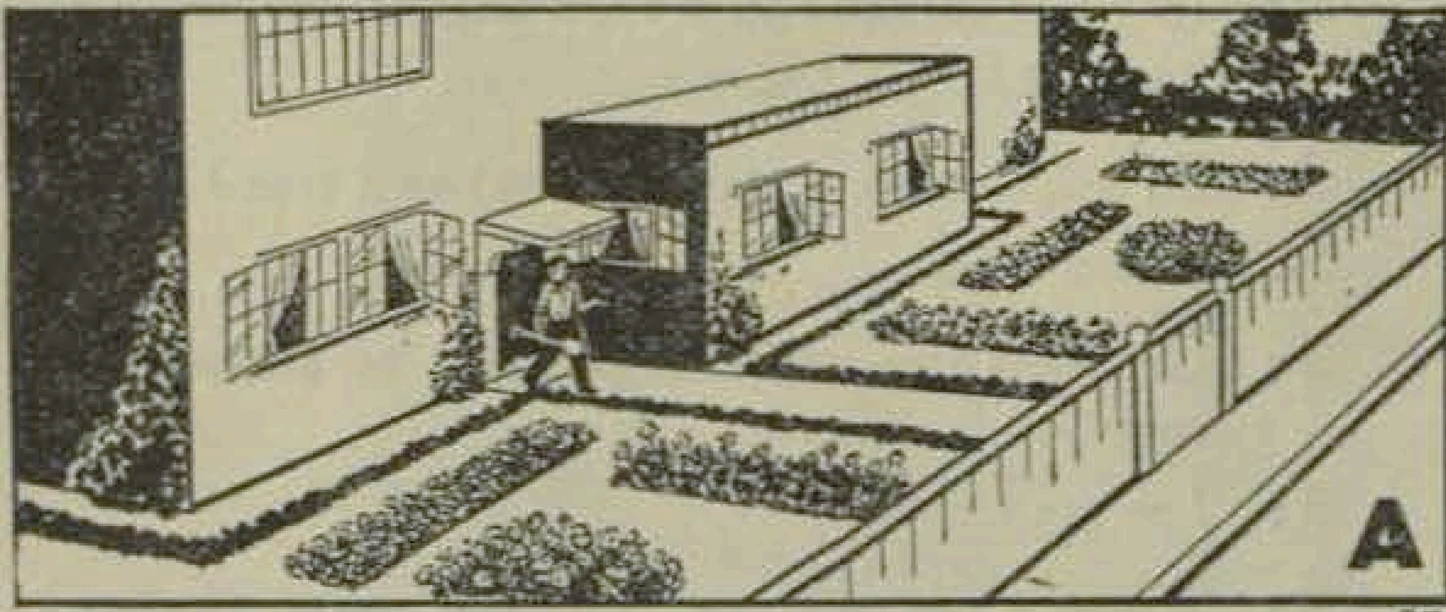
   ....

6. Let *him* do the cleaning himself.

   ....

Unit 83

garden, plant, beautiful, spade, seed



A. This is a picture of Mr. English's **house,** with the road in **front.** Between the house and the road is a **garden.** There are **flowers** in the garden. The flowers are on **plants.** A plant is a very **small** tree with no **branches.** There are a **great** number of plants with **flowers** on them in the garden.

There is **another** garden at the **back** of the house. But we do not see it in the **picture.** Like the garden in **front** the garden at the **back** has a great number of plants in it. But it is not a **flower**-garden like the garden in **front ;** it is a **fruit**-garden. There are a number of **fruit** trees in it.

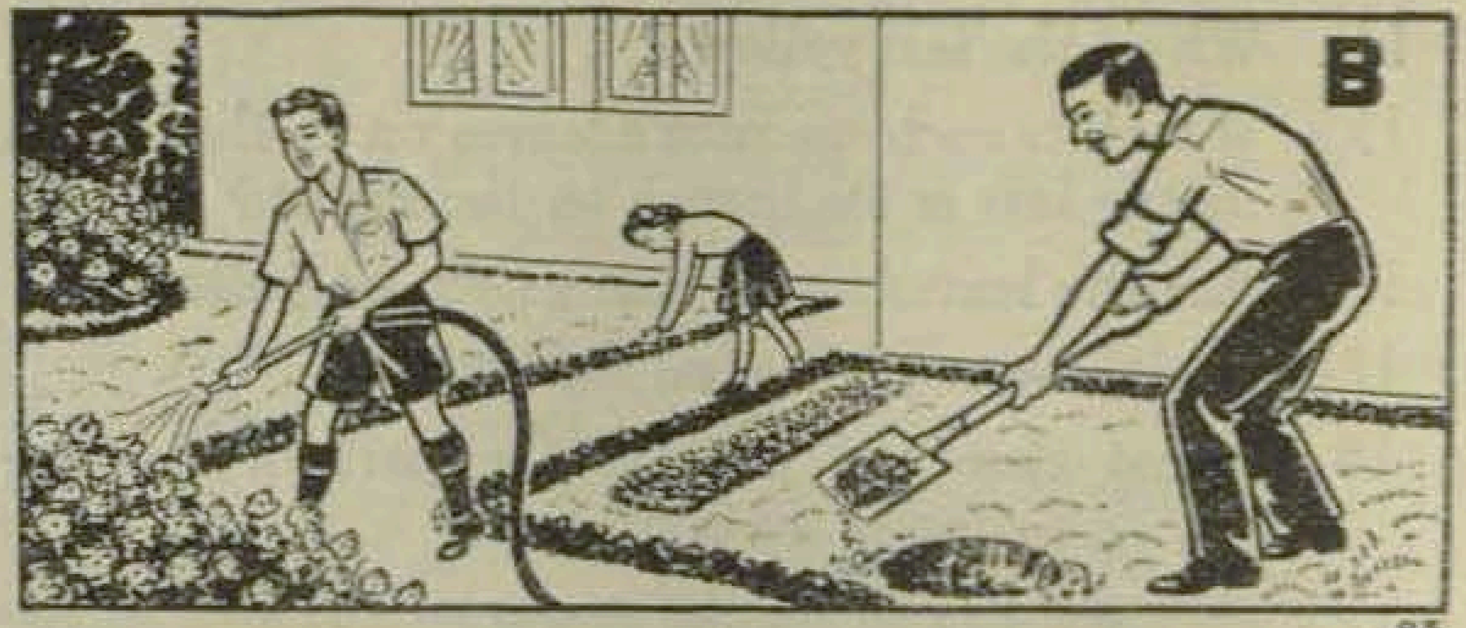
In the garden in **front** there are a great number of flowers of different **colours.** There are **white** flowers, **red** flowers, **yellow** flowers and **blue** flowers. **Most** of the flowers in the garden are **blue. Blue** is the **same** colour as the colour of the **sky** on a clear day. The **curtains** over the windows of Mr. English's house are **blue.** The **blue** curtains go **well** with the **blue** flowers in the **garden.**

It is a **pleasure** to see the flowers in Mr. English's garden ; the flowers are **beautiful.** The **garden** is a sort of **ornament** to the **house.** It makes the house **beautiful.** A house with a **garden** in front is **more** beautiful than a house which has **no** garden in front of it.

Mr. **English** is coming out of the house. **Today** is **Saturday.** He is going to do some **work** in the garden. He is going to do some **gardening.** He has a **spade** in his right hand. He is going to do some gardening with his **spade.** He is going to make **holes** in the **earth** with his spade. That is what a spade is **for.** That is the **use** of a spade. Mr. English's spade is not **new ;** it is **old.** But it is still very **sharp.**

Mr. English has some **seeds** ready. After making holes with the **spade** he will put the seeds in the **earth.** The seeds are in his **left** hand. The colour of the seeds is **black.**

B. Mr. English is working in the **garden** with his son **John** and his daughter **Anne.** John and Anne are **helping** Mr. English with his **work.** Mr. English is making a hole in the earth with his **spade.** After making a hole in the earth with the spade he will put **seeds** into the hole. **John** is watering a **plant.** He is



watering the plant with a long **pipe. Anne** is pulling a plant **out** of the earth by the **root.** She is pulling the plant out of the earth because it is not **beautiful** and it is of no use to **anyone.**

The seeds which Mr. English is going to put into the earth are **flower**-seeds. A **week** from today the seeds will **come up.** A **month** from today there will be little **plants** in this place. The plants will first send out **leaves.** Then they will send out beautiful little **flowers.** And out of the **flowers** will come **new** seeds for **new** plants.

Every **Saturday** Mr. English, John and Anne do some work in the **garden. Mrs.** English is not able to give any attention to the garden. She has no **time** to do any **gardening.** John and Anne take a **great** interest in gardening. When Mr. English is away the garden is in **their** care.

Almost **every** Englishman takes an interest in gardening. But the number of **Indians** who take an interest in gardening is very **small.** Gardening is very **healthy** work. A garden will make a house more **beautiful. Most** English houses have gardens in **front** of them, **curtains** over the **windows, clean** paint on the **walls** and **flower-pots** in the **rooms. All** these things are sorts of **ornament.** They make a small house seem more **beautiful.** A great number of Indians do not give **enough** attention to house-keeping. **That** is why their houses are not as **beautiful** as **most** English houses are.

A1 : What's **this** a picture of ?
2 : What's between the **house** and the **road** ?
3 : Are there any **flowers** in the garden ?
4 : What are the flowers **on** ?
5 : How is a **plant** different from a **tree** ?
6 : Are there a **great** number of plants in the garden ?
7 : Do we see the garden which is at the **back** of the house ?
8 : Is it a **flower**-garden or a **fruit**-garden ?
9 : What's the **colour** of the flowers in the front garden ?
10 : What's the colour of **most** of the flowers in the garden ?
11 : What's the colour of the **curtains** over the **windows** ?

12 : Do the blue curtains go **well** with the blue flowers ?

13 : Why is it a **pleasure** to see the flowers in the garden ?

14 : What's the garden a **sort** of ?

15 : What makes the house **beautiful** ?

16 : Which is **more** beautiful—a house **with** a garden or a house **without** a garden ?

17 : What **day** is it today ?

18 : What's Mr. English going to **do** ?

19 : What has Mr. English in his **hand** ?

20 : What's he going to **do** with his spade ?

21 : Is Mr. English's spade **old** or **new** ?

22 : Has Mr. English any **seeds** ready ?

23 : What will Mr. English put into the **hole** which he is going to make ?

24 : Where **are** the seeds ?

25 : What's the **colour** of the seeds ?

B1 : Who is working in the **garden** ?

2 : What's Mr. English doing with his **spade** ?

3 : What will he do after making a **hole** in the earth ?

4 : What's **John** doing ?

5 : What's he watering the plant **with** ?

6 : What's **Anne** doing ?

7 : Why is Anne pulling the plant **out** of the earth ?

8 : What sort of **seeds** is Mr. English going to put into the earth ?

9 : When will the seeds come **up** ?

10 : When will there be little **plants** in this place ?

11 : What will the plants **first** send out ?

12 : What will they send out after **that** ?

13 : Where will the **new** seeds come from ?

14 : Who does work in the garden every **Saturday** ?

15 : Is **Mrs.** English able to give any attention to the garden ?

16 : **Why** isn't she able to give much attention to the garden ?

17 : Who takes a **great** interest in gardening ?

18 : In whose **care** is the garden when Mr. English is away ?

19 : Do **all** Englishmen take an interest in gardening ?

20 : Do **Indians** take an interest in gardening ?

21 : Why is gardening **good** for me ?

22 : What will a garden **do** to a house ?

23 : What have most English houses in **front** of them ?

24 : What have the windows **over** them ?

25 : What sort of paint is on the **walls** ?

26 : What's in the **rooms** ?

27 : What are all these **sorts** of ?

28 : What do they **do** to a house ?

29 : Why aren't **Indian** houses as beautiful as most **English** houses are ?

P1 : Is there a **garden** (in front) of (this building) ?

S : In front : at the back, right side, left side.

2 : Do (you) take an interest in **gardening** ?

S : You : your father, your mother, your brother, your sister.

3 : Is this a **spade** ?

N : Point to hammer, rifle, spoon, knife, stick, umbrella, rod, spade.

4 : What's **(one)** way in which a plant is different from a tree ?

S : One : another.

5 : Here's a picture of a **plant.** Is (this) the **(stem)** of the plant ?

S : Stem : leaves, roots.

6 : Will (powdering her **face**) make a woman seem more **beautiful** ?

S : Powdering her face : painting her lips, colouring her hair, putting ornaments in her ears, putting ornaments on her neck.

M : Who Is The More Beautiful ?

TOM : Whose **photograph** is that, Dick ?

DICK : This is **Anne's** photograph.

TOM : Your **friend** Anne ?

DICK : **Yes,** she is the most **beautiful** girl in the town.

TOM : Why do you say she's the most beautiful girl in the **town** ?

DICK : She has **long black hair.**

TOM : **Black** hair isn't very **beautiful. Brown** hair is more beautiful than **black** hair.

DICK : To **me black** hair seems more beautiful than **brown** hair . . . And she has **brown** eyes.

TOM : **Brown** eyes aren't very **beautiful. Blue** eyes are more beautiful than **brown** eyes.

DICK : To **me brown** eyes seem more beautiful. There's only **one** beautiful girl in the town, Tom.

TOM : Who's **that** ?

DICK : That's the girl who's going to get married to **me . . .** To me she seems to be the most **beautiful** girl in town.

TOM : That's how it **is.** To **you your** sweetheart seems the **most** beautiful. To **me my** sweetheart seems the **most** beautiful. Everyone has a different **taste.**

Unit 84 : Revision



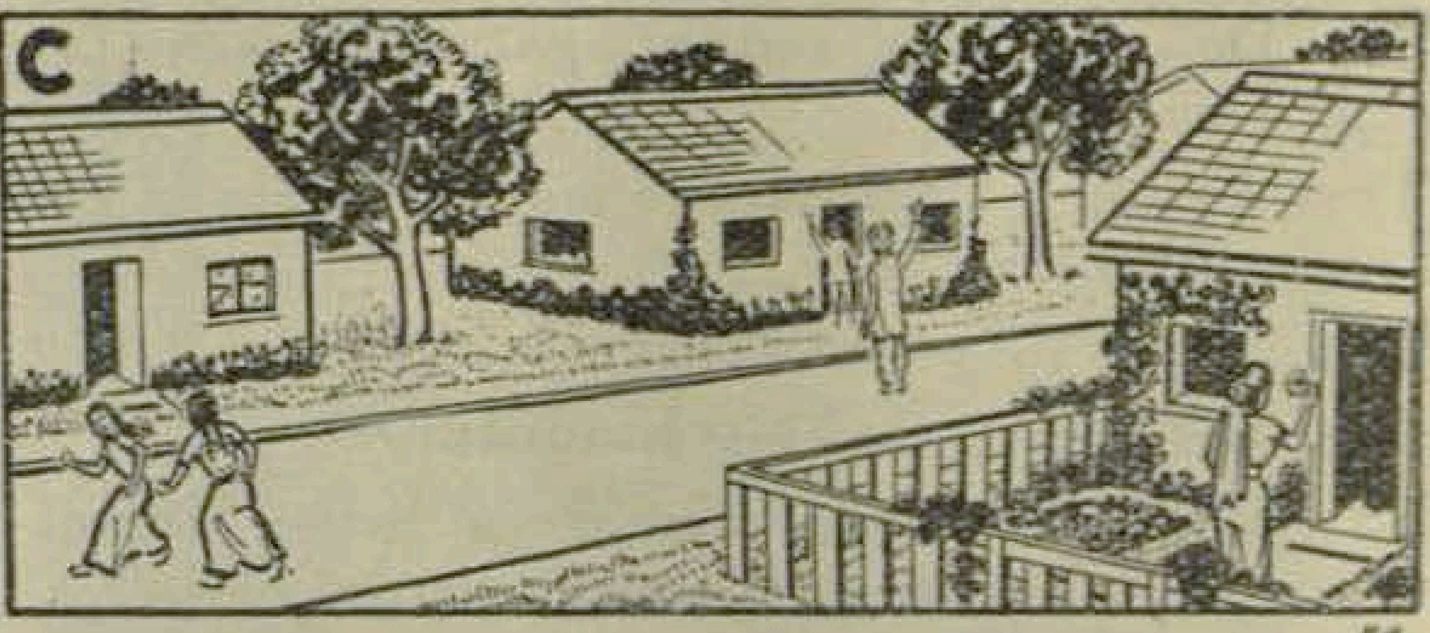
A. This is a street in a village in **India.** It is like almost **any** street in **any** of the villages in India. The street is **narrow** and **dirty,** with open **drains** on the two sides. At **one** end is a group of little girls playing in the street and making it dirtier **still.** There are a number of **houses** in the street. They are so **near** one another that they seem like **one long building.** There is little **air** and less **light** in these houses, because the **roofs** are very **low** and the **windows** are very **small.**



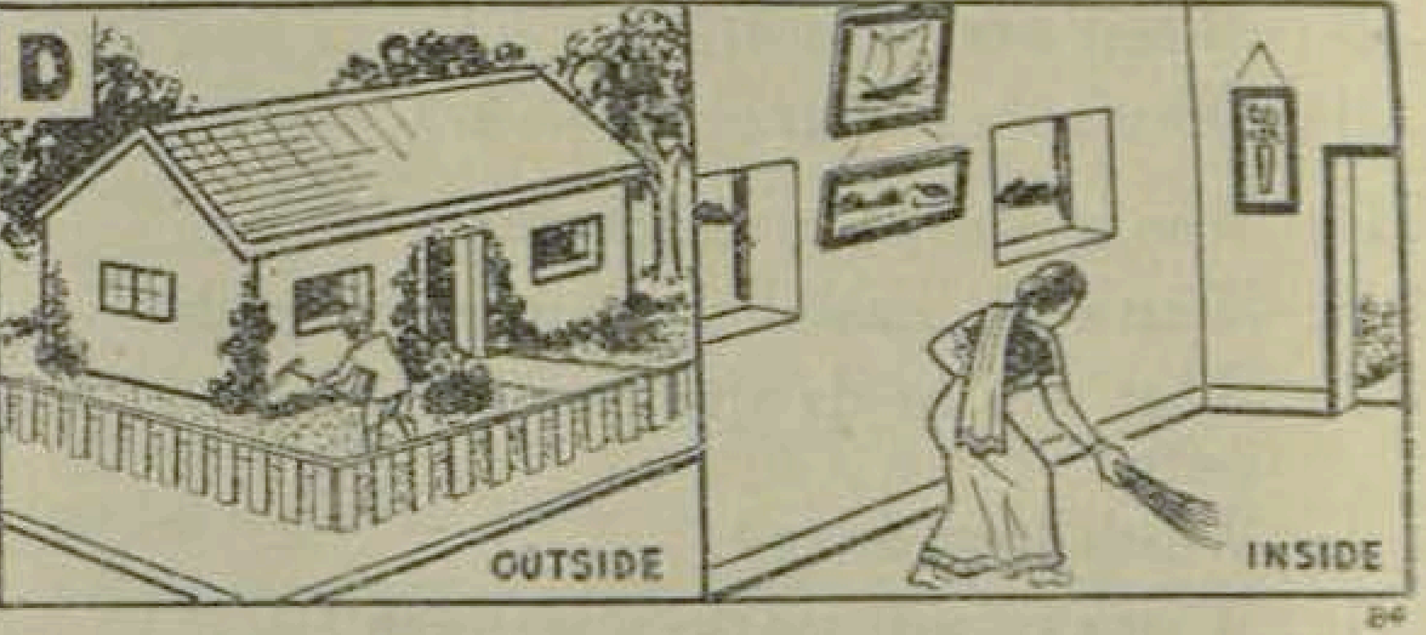
B. This is the village **'pond.'** At **one** place we see a **man** washing his **dhoti.** At **another** place a man is having a **wash.** At a **third** place a woman is **drinking** some **water.** At a **fourth** place a little **boy** is making the water dirty in still **other** ways. The men and women in this village seem to make **much** use of the pond. But do they make **good** use of the pond? Washing dirty **clothing** in water makes the **water** dirty. Washing dirty **bodies** in water makes the water **dirty.** Is **dirty** water good for **drinking**? Is it **healthy**? **No,** it is **not** healthy, it is **not** good.

This village is not **clean ;** it is not **healthy ;** it is not **beautiful.** It is like almost any **other** village in India. The number of villages in India which are **clean, healthy** and **beautiful** is very **small.**

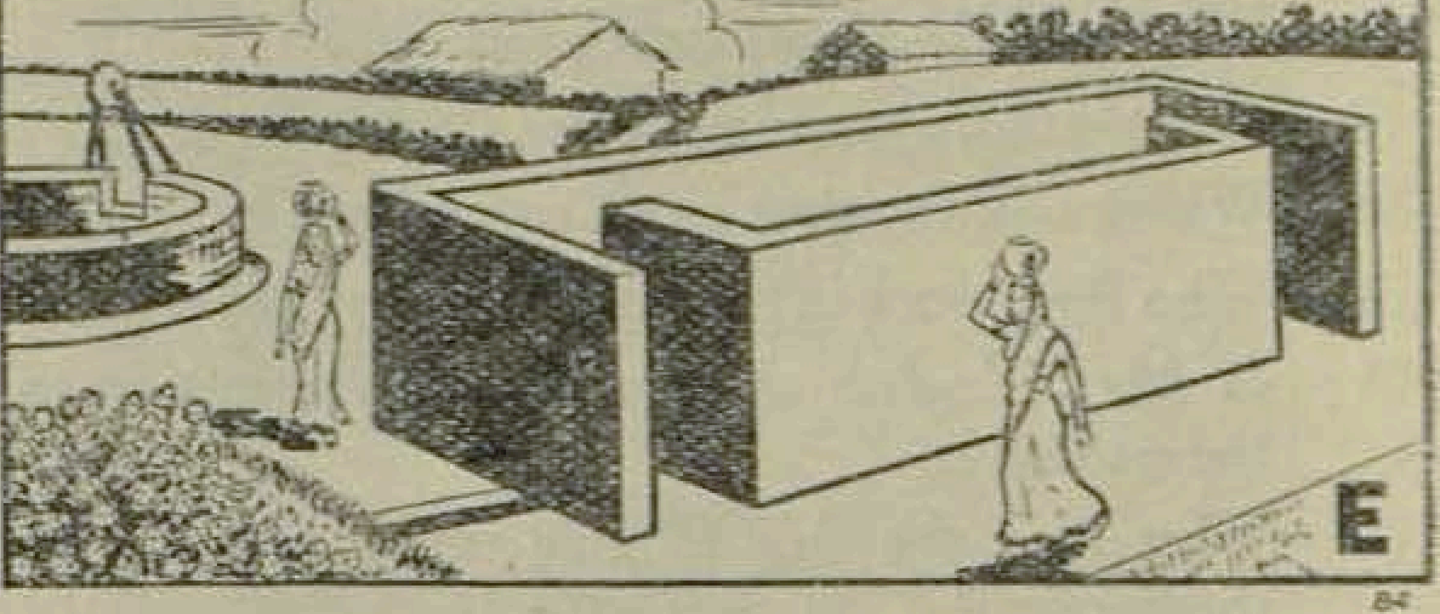
Is this because men in the villages have no **time**? It does not take **much** time to make a house clean. Is it because they have no **money**? But who says that no-one is able to make his house beautiful without **money**? Put everything in the house in its **place,** have one or two **pictures** on the walls, make a little **garden** in front, and your house will be **much** more beautiful.



C. This is a picture of a street in a **different** sort of village. The street is of **stone** and is **clean** and **wide.** Two **girls** are playing at one end of the street. The girls are **clean** and have clean **skirts** on. They have a wash and a bath **every** day. The **houses** in the street are fifteen yards from one another. They are **full** of **light** and **air** because the **roofs** are **high** and the **windows** are **wide.** There are no wall-side **drains**, which make the walls of a house so **dirty.**



D. This is one of the **houses** in the street. There is enough room in front of it for a beautiful little **garden,** and the **inside** of the house is as **beautiful** as the **outside.** It is **bright** and full of **air.** The **floor** is quite **clean,** and there are **pictures** on the **walls.** The **owner** of the house takes good **care** of the house and the garden ; he does the cleaning **himself.**



E. This is where the women of the village have their **bath.** It is near the village **'well'.** The place where the women have their bath is **shut** in on **all** sides by **walls.** There is a little **drain** which takes the water from the **bath** to the **flower** beds, in which we see a number of red and white **flowers.** They make **good** use of the water from the bath-house, these men and women.

Every village in India will be as **clean,** as **healthy** and as **beautiful** as **this** village one day, when Indian men and women give as much **attention** to their houses and gardens as they give to **other** things.

A1 : What's **this** a picture of ?
2 : Is it **different** from most Indian village streets ?
3 : Is the street **clean** and **wide** ?
4 : What's at the **sides** ?
5 : What are the little **girls** doing to the street ?
6 : How **near** are the houses ?
7 : Why is there little **air** and less **light** in these houses ?

B1 : What's **this** ?
2 : One man is **washing** something. **What** is he washing ?
3 : What is the **other** man doing ?
4 : What's the **woman** doing ?
5 : What's the **boy** doing ?
6 : What **use** do the men and women of the village make of this pond ?
7 : Do they make **good** use of it ?
8 : Is the village **clean** and **healthy** and **beautiful** ?
9 : Are there **any** villages in India which are clean, healthy and beautiful ?

C1 : Is this the **same** sort of village as the one in A ?
2 : Is the street of **earth** ?
3 : Is it **narrow** and **dirty** ?
4 : Who are **playing** at one end of the street ?
5 : Are they **dirty** ?
6 : **Why** aren't they dirty ?
7 : How **far** are the houses from one another ?
8 : Why are they full of **light** and **air** ?
9 : Are there any wall-side **drains** ?

D1 : What's in **front** of this house ?
2 : Is the **inside** of the house as beautiful as the **outside** ?
3 : Is the house **dark** ?
4 : Is the floor **dirty** ?
5 : What's on the **walls** ?
6 : Does the owner of the house take good **care** of the house ?
7 : Who does the **cleaning** ?

E1 : What **use** do the women of the village make of this place ?
2 : What's it **near** ?
3 : What's the place shut in **by** ?
4 : Where does the drain take the **water** ?
5 : What **do** we see in the flower beds ?
6 : When will every village in India be as **clean,** as **healthy** and as **beautiful** as **this** village ?

Seatwork (Units 83-84)

A. *Put the right word from this list in the spaces :* seed, garden, spade, plant, beautiful.

1. A.................is a very small tree with no branches.
2. There are ten flower plants in my..............................
3. We make holes in the earth with a..............................
4. A woman with ornaments on her body seems more ....than a woman without ornaments.

B. *Put the right word in the spaces :*

1. I am..............................some seeds in the earth.
2. After a week the seeds will..............................up.
3. A garden will.................the house more beautiful.
4. We.................some gardening every Saturday.

C. *Here are the answers. Put down the questions to which they are the answers :*

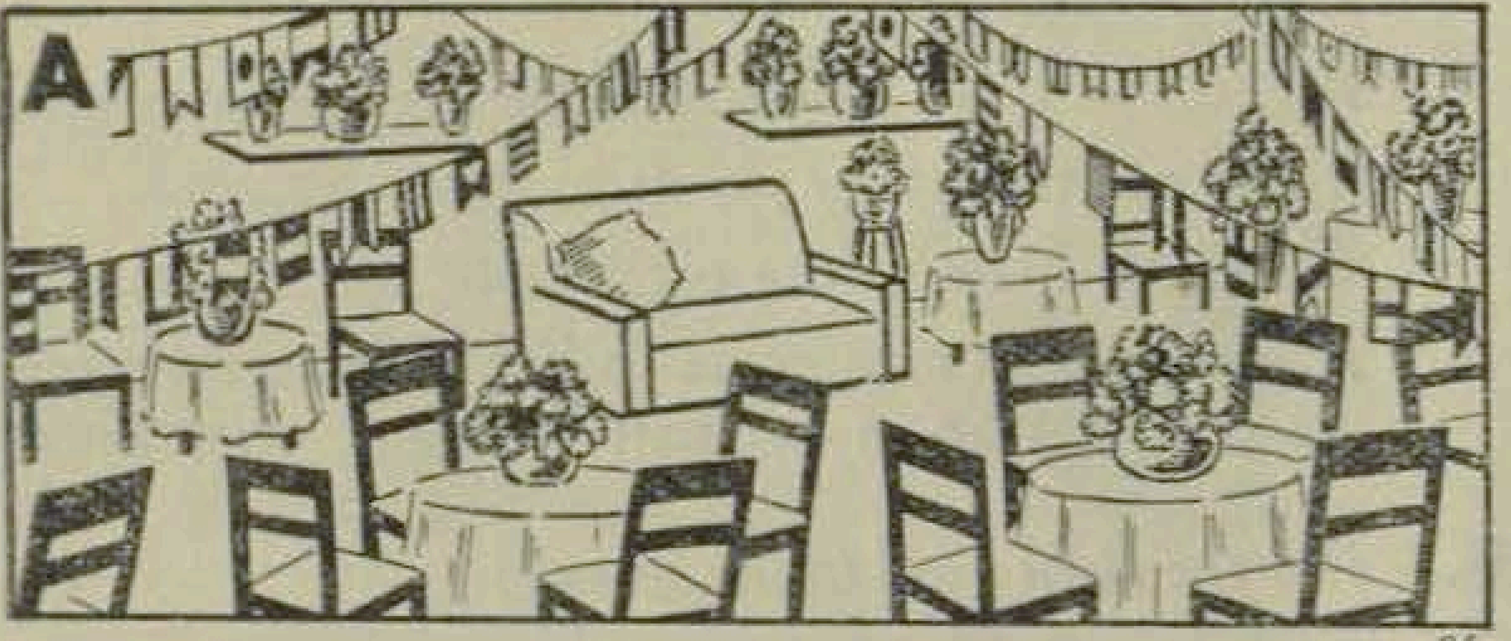
1. ....
   Yes, I have some seeds ready.
2. ....
   The seeds are brown.
3. ....
   He is watering the plants with a pipe.
4. ....
   She is pulling the plants out because they are of no use.
5. ....
   Yes, the inside of the house is as beautiful as the outside.
6. ....
   We see flowers in the flower-beds.

D. *Give answers to these questions :*

1. How is a plant different from a tree ?
   ....
2. Of what use are its leaves to a tree ?
   ....
3. Of what use are its roots to a tree ?
   ....
4. Where do plants get their food from ?
   ....
5. Which part of a tree is under the earth ?
   ....
6. What do we do before putting seeds in the earth ?
   ....
7. From which part of a plant do we get new seeds ?
   ....
8. Does a plant send out leaves or flowers first ?
   ....

Unit 85

about, smell, talk



A. This is the **longest** and **widest** room in Ram's house. It is not like this **every** day ; it is quite **different** today. Today there are a greater number of **seats** in the room than there are as a **rule.** There are seats **here,** seats **there,** seats **everywhere.** There are a great number of seats **about** the room. Then there are **flags**—flags on the **walls** and flags hanging **across** the room from **wall** to **wall.** You do not see **flags** in Ram's house as a rule. There are flags **here**, flags **there**, flags **everywhere.** There are flags all **about** the place. Thirdly, there are the **flowers**—flowers on the **tables**, flowers on the **shelves,** flowers in **pots.** There are great numbers of flowers **about** the room. The flags and the flowers are a sort of **ornament.** They make the room much more **beautiful** than it is as a rule. Why **is** the room much more beautiful than it is as a rule ?



B. Why **is** the room **different** today ? Because **today** Kamala is getting **married.** That is why they are all here—**friends, fathers, mothers, brothers, sisters,** and so on. Do you see **Kamala** at one end of the room ? She has all **sorts** of ornaments on her body. The young **man** who is getting **married** to her will be **here** in a minute.

There is a sweet **smell** about the room. The sweet smell is coming from the **flowers** on the tables and in the pots. These flowers have a **sweet** smell. A **different** sort of smell is coming from the room in which they are cooking the **food.** It is the smell of **good food.**

One of the persons in the room has a flower in his **hand.** He is **giving** the flower a **smell.** He is **smelling** the flower. He is saying to the **others,** " These flowers have **such** a sweet smell."

The persons in the room are all **talking** to one another. **Some** of them are talking about the **weather. Others** are talking about the price of **cloth.** And still **others** are talking about girls who get married to the **wrong** sort of man. Says **one** man, " It is very **warm** today, is it **not** ? " That is what **he** is saying about the **weather.** Says **another** man, " The price of cloth is very **high** these days, is it **not** ? " That is what **he** is saying about the price of **cloth.** Says a **third** man, " My **brother's** daughter was married only six months back, and **today** the man to whom she is married is in **prison."** That is what **he** is saying about his brother's **daughter** and the man to whom she was **married.**

When the young man who is getting married to **Kamala** comes in everyone will go to **another** room for a **meal—soup** and **fish** and **meat** and **fruit** and **' halva '** and **' laddus '** and all **sorts** of good things. The **smell** of the food is in the **air** and some of the **older** men and women keep on looking at the **door.** " When **will** that young man be ready ? " they keep on saying.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *about, smell, talk*.

A1 : What is **this** ?

2 : There are a great number of **seats.** Are they all in **one** part of the room ?

3 : There are a great number of **flags.** Are they all in **one** part of the room ?

4 : There are great numbers of **flowers.** Are they all in **one** part of the room ?

5 : What are the flags and flowers a **sort** of ?

6 : What do they **do** to the room ?

B1 : Why is the room **different** today ?

2 : Who are **here** ?

3 : Where's **Kamala** ?

4 : What has she on her **body** ?

5 : When will the young **man** be here ?

6 : What sort of **smell** is there about the room ?

7 : Where is it **coming** from ?

8 : What **sort** of smell have the flowers ?

9 : What is coming from the room in which they are doing the **cooking** ?

10 : What **sort** of smell is it ?

11 : What has one of the persons in the room in his **hand** ?

12 : What is he **doing** ?

13 : What is he saying to the **others** ?

14 : What are the persons in the room **doing** ?

15 : What are **some** of them talking about ?

16 : What are **others** talking about ?

17 : What are still **others** talking about ?

18 : What's **one** man saying about the **weather** ?

19 : What's **another** man saying about the price of **cloth** ?

20 : What's a **third** man saying about his brother's **daughter** ?

21 : When will they all go to the **other** room to have a **meal** ?

22 : What will they **have** for their meal ?

23 : What is in the **air** ?

24 : What are some of the older men and women **doing** ?

25 : What do they keep **saying** ?

P1 : Q : My **(pencil)** is **(long)**... What am I **talking** about ?

A : You're talking about your **pencil.**

Q : What am I **saying** about the pencil ?

A : You're saying that it is **long.**

S : Pencil, long ; stick, short ; apple, sweet ; orange, acid ; berry, bitter ; knife, sharp ; umbrella, bad ; glass, broken ; water, clear ; ink, good ; coat, warm ; hat, new ; cushion, soft ; cloth, clean ; flower, beautiful.

2 : Has this (flower) a **sweet** smell ?

S : Flower : soap, face-powder, oil, my hair, fruit.

3 : What am I **smelling** ?

N : Smell apple, orange, flower, berry, soup, tea, coffee or give the key-word, *apple*, etc.

M1 : Bits of Glass About the Floor

FRIEND [*at door of Ram's house*] : May I come **in** ?

RAM : **Yes.** But take **care**—a **window** is broken and there are some bits of **glass** about on the floor.

FRIEND : **Thank** you ! I'll take care not to put my **foot** on them.

2 : Clouds About The Sky

GOVINDA : Why are you taking your **umbrella** ?

FRIEND : There are **clouds** in the sky.

GOVINDA : Which **part** of the sky are they in ?

FRIEND : Almost **every** part, some in the **north,** some in the **south,** some in the **east** and some in the **west.**

GOVINDA : If there are **clouds** about I'll take my **rain-coat.**

3 : Say About The Rice

RAM : What does the cook say about the new **rice** ?

SITA : He says it's very **good.**

RAM : It's some of the **best** rice on the market. I'm going to market **again** tomorrow to get some **more.**

4 : Say About the Smash

DAS : What do the **police** say about yesterday's smash in Bazaar Street ?

GANPAT : They say it's one of the **worst** smashes of the year.

DAS : **Why** ?

GANPAT : **Four** of the **men** in the smash are now **dead** and the two **cars** are **completely** broken up.

5 : Say About Prem

RAM : What does the teacher say about **Prem** ?

SITA : He says that Prem is **good** in his **work** but **not** so good in his **games.**

RAM : Doesn't Prem give any **attention** to games ?

SITA : No, he **doesn't.** He says that he takes no **pleasure** in **games.**

6 : Do About It

LAL SINGH : I see you've a bad **cut.**

RAM SINGH : Yes, it's paining me **greatly.**

LAL SINGH : What are you going to **do** about it ?

RAM SINGH : I'm going to put some **plaster** on it.

LAL SINGH : It's **safer** to see a **doctor.** Go and see Dr. **Prasad.** Go **quickly** !

RAM SINGH : **All** right !

7 : There Is A Bad Smell

KHAN : You have a bit of **cloth** against your nose.

SAMI : Yes, there's a bad **smell** in the room.

KHAN : **Is** there ? **Where** ?

SAMI : Come **here** !

KHAN : **Yes,** there **is** a bad smell. Where is it **coming** from ?

SAMI : From a dead **dog** on the **road.**

KHAN : **Come** on ! Let's put the dog in some **other** place.

8: A Smell Of

SAMI : Are we going to have————for our meal today ? There is a smell of———— in the air.

MENON [*smelling*] : **Yes,** today is **Monday.** That's what we **have** on Mondays.

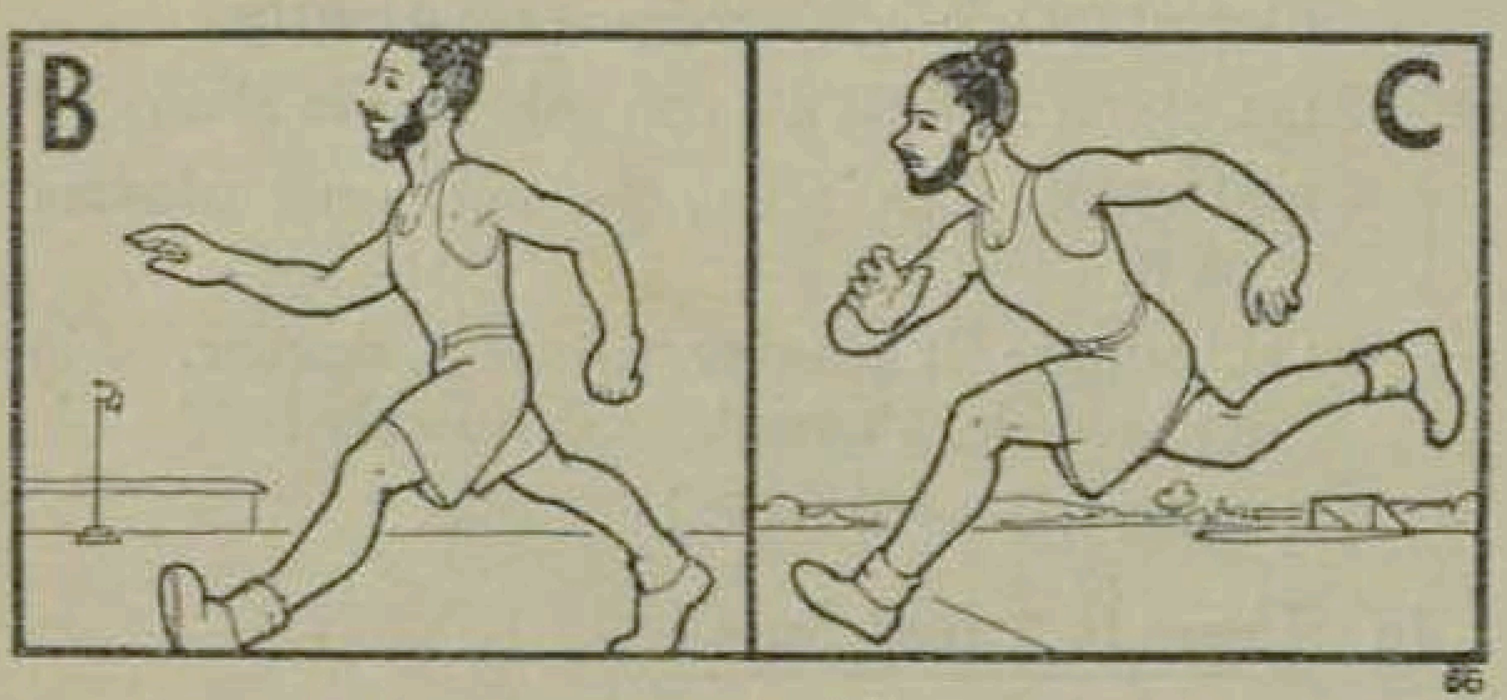
Unit 86

among, walk, run, competition, overtake, take place



A. Here are a group of **Mahratta** sepoys. There are an **N.C.O.** and a **King's Commissioned Officer** with the sepoys. **Among** the sepoys are an N.C.O. and a King's Commissioned Officer. The rank of the **N.C.O.** who is among the sepoys is that of **havildar.** The rank of the **King's Commissioned Officer** who is among the sepoys is that of **lieutenant.**

Among **N.C.O.'s** the rank of **havildar** is the **highest** and the rank of **lance-naik** is the **lowest.** Among **Viceroy's** Commissioned Officers the rank of **jemadar** is the **lowest** and the rank of **subedar-major** is the **highest.** Among **King's** Commissioned Officers the rank of **lieutenant** is the **lowest** and the rank of **field-marshal** is the **highest.**



B. Lal Singh is having a **walk.** He is having a walk on the **parade** ground. He is not walking **slowly ;** he is walking **quickly.** After walking quickly for **two** miles he will go back to the **barracks.** Lal Singh has a long walk **every** day after **tea.** He is getting ready for the 'regimental sports' which will take place on **Sunday.**

C. Ram Singh is having a **run.** He is having a run on the **hockey** field. He is not running **slowly ;** he is running **quickly.** After running as quickly as he is able for a **mile** he will go back to the **barracks. Ram** Singh has a long **run** every day after tea. Like **Lal** Singh he is getting ready for the 'regimental **sports.'**

On the regimental Sports Day there will be a number of **competitions.** There will be a **walking** competition to see who is first in **walking.** There will be a **running** competition to see who is first in **running.** There will be a **cycling** competition to see who is first in **cycling.** There will be a **shooting** competition to see who is first in **shooting.** There will be six **other** competitions all of different **sorts.**

Ten sepoys are going to take part in the **walking** competition. **Eight** sepoys are going to take part in the **running** competition. **Six** sepoys are going to take part in the **cycling** competition.



D. To-day is regimental Sports Day. **Ten** sepoys are taking part in the **walking** competition. Every **one** of the sepoys is attempting to get to the flag at the end of the hockey field **first.** There is **great** competition among the sepoys to get to the flag **first. Among** the sepoys who are taking part in the competition we see **Lal Singh.** He is walking very **quickly.** But he is not **first. Pitam** Singh is **first. Kirtar** Singh is **second. Lal** Singh is **third.** But in a **minute** Lal Singh will **overtake** Kirtar Singh and get in **front** of him. In another **two** minutes he will overtake **Pitam** Singh and get in front of **him. Lal Singh** will get to the flag **first.**

E. This is a picture of the **running** competition. **Eight** sepoys are taking part in the **running** competition. Every **one** of the sepoys is attempting to get to the other end of the hockey field **first.** There is **great** competition among the sepoys to get to the other end **first. Among** the sepoys who are taking part in the competition we see **Ram Singh.** He is not **first. Jogendra Singh** is in **front** of him. But in another **second** Ram Singh will **overtake** Jogendra Singh and get in front of **him. He** will get to the other end **first.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *among, overtake,* AND *take place.*

Among=in a group of.

A1 : What's **this** a group of ?

2 : Is there an **N.C.O.** among the sepoys ?

3 : Is there a King's Commissioned **officer** among the sepoys ?

4 : What's the rank of the **V.C.O.** in the group ?

5 : What's the rank of the **K.C.O.** in the group ?

6 : Which is the lowest rank among **N.C.O.'s** ?

7 : Which is the **highest** rank among N.C.O.'s ?

8 : Which is the lowest rank among **V.C.O.'s** ?

9 : Which is the **highest** rank among V.C.O.'s ?

10 : Which is the lowest rank among **K.C.O.'s** ?

11 : Which is the **highest** rank among K.C.O.'s ?

B1 : What's **Lal Singh** doing ?

2 : **Where** is he having a walk ?

3 : Is he walking **slowly** ?

4 : When will he go back to the **barracks** ?

5 : What does Lal Singh do after **tea** every day ?

6 : What's he getting **ready** for ?

7 : When will the regimental sports take **place** ?

C1 : What's **Ram** Singh doing ?

2 : **Where** is he having a run ?

3 : Is he running **slowly** ?

4 : When will he go back to the **barracks** ?

5 : What does Ram Singh do after **tea** every day ?

6 : What's he getting **ready** for ?

7 : Will there be any **competitions** on the regimental Sports Day ?

8 : What are **three** of the competitions which will take place on Sports Day ?

9 : Will there be any **other** competitions ?

10 : Will **fifteen** sepoys take part in the **walking** competition ?

11 : Will **ten** sepoys take part in the **running** competition ?

12 : Will **eight** sepoys take part in the **cycling** competition ?

D1 : Is this a **running** competition ?

2 : Who is taking **part** in this competition ?

3 : What are the ten sepoys attempting to **do** ?

4 : Is there any competition among the sepoys to get to the flag **first** ?

5 : Whom do we see among the sepoys who are taking **part** in the competition ?

6 : How is Lal Singh **walking** ?

7 : Who is **first** ?

8 : Who is **second** ?

9 : Who is **third** ?

10 : Will Lal Singh **overtake** Kirtar Singh ?

11 : How long will Lal Singh **take** to overtake him ?

12 : Will Lal Singh overtake **Pitam** Singh ?

13 : How **long** will Lal Singh take to overtake him ?

14 : Who will get to the flag **first** ?

E1 : Who is taking part in the **running** competition ?

2 : What's everyone attempting to **do** ?

3 : Is there any competition among the sepoys to get to the other end **first** ?

4 : Whom do we see among the sepoys who are taking **part** in the competition ?

5 : Who is in **front** of Ram Singh ?

6 : Will Ram Singh **overtake** Jogendra Singh ?

7 : How long will Ram Singh **take** to overtake Jogendra Singh ?

8 : Who will get to the other end **first** ?

P1 : Is this a (**walk**) ?
S : Walk : run.

2 : Do (you) go for a **walk** every day ?
S : You : your father, your mother, your brother, your sister.

3 : Do (you) have a **run** every day ?
S : You : your brother, your son.

4 : Am I (**walking**) ?
S : Walking : running.

5 : Am I walking **quickly** or **slowly** ?
S : Walking : running.

6 : What's (walking) **good** for ?
S : Walking : running.

7 : Was there a (**walking**) competition on your last Sports Day ?
S : Walking : cycling, running, jumping, shooting, putting the shot, tug-of-war, etc.

8 : Was there a (**hundred yards**) running competition on that day ?
S : Hundred yards : two hundred and twenty yards, half a mile, one mile, etc.

9 : Do you ever take part in the regimental (**hockey**) matches ?
S : Hockey : football, etc.

10 : Are there any (**babies**) among us here ?
S : Babies : girls, women, married men, cooks, barbers, tailors, havildars, naiks, lance-naiks, etc.

M : Overtake A Car

A : Which side of the road does a motor car keep to in **India** ?

B : The **left** side.

A : On which side do you **overtake** a motor car ?

B : I overtake a motor car on the **right**.

W1 : There are no (captains) with us here. (Learners are to make use of *among*).

2 : He is playing in the (hockey) match tomorrow. (Learners are to make use of *take part*).

Unit 87

country, farm, field, grass, cow

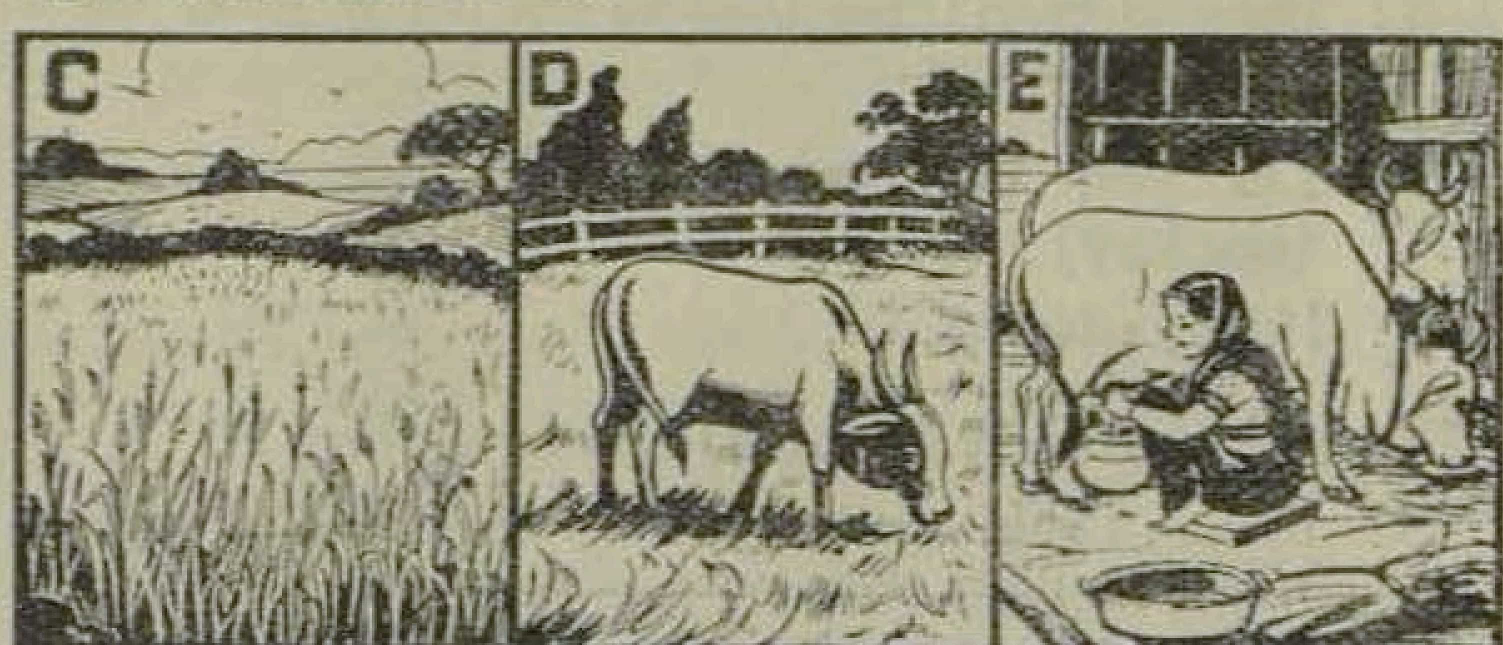


87

A. This is a picture of a place in **India**. We do not see any **buildings** in the place ; we do not see any **roads ;** we do not see any **cars** or **tongas.** We see only **trees** and **plants.** This is not a picture of a place in a **town ;** it is a picture of a place in the **country.** The country-side is quite **green** here.

B. This is a **farm** in the country. The farm is the property of **Giri Prasad.** We see only a **part** of the farm in the picture. The farm has a **flower** garden, a **fruit** garden, and four **fields.** These are all different **parts** of the farm. The **flower** garden, the **fruit** garden and the four **fields** together make up the **farm.**

Giri Prasad's farm is not the **only** farm in the country. There are a **great** number of such farms in the country. But not **all** the farms in the country have **fruit** gardens or **flower** gardens or the **same** number of fields. **Some** of the farms have only **two** fields ; **others** have **six** fields ; still **others** eight fields, and **so** on.



87

C. This is **one** of the **fields** on the farm. There are a great number of **rice** plants in this field. It is a field of **rice.** It is a **rice** field. The rice plants in the field are **dry** and **yellow.** They are ready for **cutting.**

D. There are **no** rice plants in **this** field ; there is only **grass.** The grass is **tall** and **green.** The grass is **green** because it is **young.** The colour of **old** grass is **yellow.** There is a **cow** in the field. The cow is the property of **Giri Prasad.** Giri Prasad has **four** cows on his farm. The colour of the cow in the **field** is **black.** But not **all** Giri Prasad's cows are **black. Two** of his cows are **black** and **two** of his cows are **brown.** The cow in the picture is having some **grass.** Grass is very **good** food for **cows.**

E. Giri Prasad's daughter **Devaki** is now getting **milk** from one of the cows. She is **milking** a cow. She has a small **bucket** on the earth and she is **milking** the cow with her hands. She is milking the cow very **slowly.** After milking **all** the cows she will let them go into the **fields.**

This is the sort of work which Devaki does on the farm **every** day. The cows are in **her** care. **She** gives them their food ; **she** gives them water. **She** takes them to the field in the morning. **She** gets them back from the field after the sun goes down. She gives them a **rub-down** to keep them **clean.** She does the **milking.** She takes very good **care** of the cows.

In **our** country, **India,** there are about **four hundred million** persons. The number may be a little **more** than four hundred millions or a little **less** than four hundred millions. But there are **about** four hundred million persons in this country. **Out** of these four hundred millions only about **twenty** millions are in towns. All the **others** are in the **villages** in the **country.** They do work on the **farms.** They do **farming.** In the **Englishmen's** country, **England,** there are about **forty-seven** million persons. Out of the forty-seven millions more than **forty** millions are in the great **towns.** Only about **seven** millions do **farming. India** is a country of **farms** and **villages ; England** is a country of **great towns.** India is a **different** sort of country from England.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE DIFFERENCE BETWEEN *field* AND *farm* AND ALSO THE TWO SENSES OF *country : country* AS OPPOSED TO *town* AND *country*, ONE'S NATIVE LAND.

A1 : What's **this** a picture of ?
2 : Do we see any **buildings** or **cars** or **tongas** in this place ?
3 : What **do** we see ?
4 : Is this a picture of a place in the **town** or in the **country** ?
5 : What's the **colour** of the country-side ?

B1 : What's **this** ?
2 : Whose **property** is the farm ?
3 : Do we see **all** the farm ?
4 : What **are** the different parts of the farm ?
5 : What make **up** the farm ?
6 : Is this the **only** farm in the country ?
7 : Have **all** the farms in the country a **fruit-garden** ?

8 : Have all the farms in the country a **flower** garden ?

9 : Have all the farms in the country **four** fields ?

C1 : What's **this** ?

2 : What's **in** the field ?

3 : Is it a **wheat** field or a **rice** field ?

4 : What's the **colour** of the rice plants in the field ?

5 : Are they ready for **cutting** ?

D1 : What's in **this** field ?

2 : Is the grass **tall** or **short** ?

3 : Is the grass **green** or **yellow** ?

4 : Why is the grass **green** ?

5 : What's the colour of **old** grass ?

6 : What's **in** the field ?

7 : Whose **property** is the cow ?

8 : What's the **number** of cows on this farm ?

9 : What's the colour of the cow in the **field** ?

10 : Are **all** Giri Prasad's cows **black** ?

11 : What's the cow in the picture **doing** ?

12 : Is grass **good** food for cows ?

E1 : What's Devaki doing **now** ?

2 : Where is the **bucket** ?

3 : Is she milking the cow **quickly** or **slowly** ?

4 : What will she do to the cows after **milking** them ?

5 : Is this the sort of work she does on the farm **every** day ?

6 : In whose **care** are the cows ?

7 : Who gives the cows their **food** ?

8 : Where does she take them in the **morning** ?

9 : When does she get them **back** ?

10 : Who keeps them **clean** ?

11 : Who does the **milking** ?

12 : Does she take **good** care of the cows ?

13 : What's the number of **persons** in our country ?

14 : What number of persons are there in the **towns** ?

15 : What's the number of persons in the **villages** in the country ?

16 : What sort of **work** do they do ?

17 : What's the number of persons in **England** ?

18 : What's the number of persons in the **towns** of England ?

19 : What's the number of persons who do **farming** in England ?

20 : What's **India** a country of ?

21 : What's **England** a country of ?

P1 : Are there more (**buildings**) in a **town** or in a **country** place ?

S : Buildings : roads, schools, persons, cars, tongas.

2 : What name do we give the country of the (**English**) ?

S : English : Americans, French, Italians, Germans.

3 : What's the number of persons in (**India**) ?

S : India : your province, your town, your village.

N : Learners are to make use of *about*.

4 : What's the number of persons who do **farming** in (India) ?

S : India : England.

N : Learners are to make use of *about*.

5 : Do (**you**) do work on a farm ?

S : You : your father, your brother, your mother, your sister.

6 : (Are) there (**rice** plants) in this field ?

S : Rice plants : wheat plants, grass, apple trees, orange trees.

N : Point to pictures.

7 : Is this a picture of a (**cow**) ?

N : Point to pictures of dog, cat, horse, snake, rat, insect.

8 : Has a cow **hair** on its (tail) ?

S : Tail : neck, back, legs.

9 : Which is of greater **use** to us—a (**dog**) or a **cow** ?

S : Dog : horse, cat, rat.

M : Our Cows

A : Which country has the greatest number of **cows** and **bullocks** in it ?

B : **India.**

A : What's the **number** of cows and bullocks in India ?

B : There are 180 million cows and bullocks in India . . . For every **1** acre of 'land' there are **67** cows and bullocks.

A : How much **milk** does a cow in India give ?

B : 525 lbs. a year as a rule.

A : How much milk does a **good** cow give ?

B : A **very** good cow gives 6500 lbs. a year.

A : Why do our cows give only such a **little** milk ?

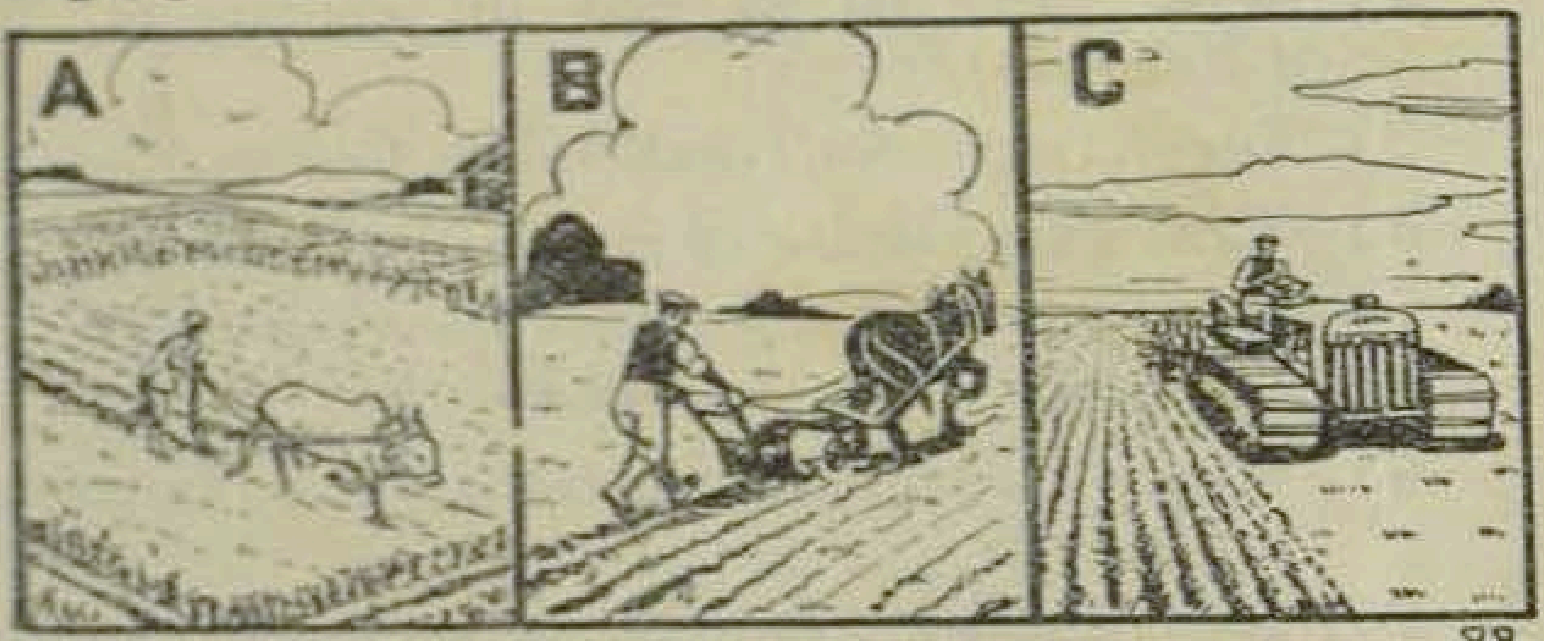
B : Because they don't get enough **food.**

A : **Why** don't they get enough food ?

B : Because there is such a **great** number of cows in the country that there is not enough **food** for all of them. And **most** of these cows give **no** milk at all . . . If we have a **smaller** number of cows in the country there will be more **food** for them. And if **they** get more **food** they will give **us** more **milk.**

Unit 88

edge, plough, forward, till



88

A. This is one of the fields on Giri **Prasad's** farm. It is a **rice** field. There are four lines of **plants** on the four **sides** of the field. The plants are at the **edges** of the field.

There is a **man** working in the field. It is Giri Prasad's son **Saku.** Saku has his right hand on a **plough.** In front of the **plough** is a '**bullock.**' The bullock is going **forward ;** it is pulling the plough **forward.** The bullock is **old** and it is very **tired.** It is pulling the plough forward very **slowly.** Saku is going forward with his **hand** on the plough to keep it **straight.** He is walking as **slowly** as the bullock.

One end of the plough, the **hand** part, is in Saku's right **hand.** At the **other** end of the plough there is a very sharp **blade** ; this blade is cutting through the **earth.** We see the straight **line** which the plough makes in the earth when it goes **forward.** The earth is broken **up.** When the plough goes **forward** it gets the earth broken **up.**

The bullock will go **forward** till it gets to the near **edge** of the field. Then it will go **back,** the opposite way, till it gets to the **far** edge of the field. Then it will come **back** again, pulling the plough all the **time.**

Saku is working **hard.** It is **four** o'clock now. He will keep on working till **eight.** At **eight** he will go back to his **house.** He is working very **hard** because he will **have** the bullock only till **Monday.** The bullock is not **his.** It is his **friend's.** On **Monday** his friend will come to take the bullock **away.**

B. This is a picture of a field on a farm in **England.** It is not a **rice** field ; it is a **wheat** field. The field is the property of Mr. **Brown.** We see Mr. Brown in the **picture.** He is **ploughing** the field. He is ploughing the field with the help of a **horse,** not with the help of a **bullock.** The **horse** is taking the plough **forward.** Mr. Brown will keep on working till it gets **dark.** Then he will go back to his **house.**

A **horse** is better than a **bullock** for ploughing. It goes forward more **quickly** than a bullock. It does more **work** than a bullock.

C. This is a field in **America.** It is a **wheat** field. There is a '**tractor**' in the field. The tractor is something like a **motor** bus or an army **tank.** A tractor does the same **sort** of work as a plough. But it is able to go **forward** much more **quickly** than a **horse** or a **bullock.** One **tractor** does more work in one day than **twenty** horses or **thirty** bullocks. A man ploughing the fields with a **tractor** is able to get **more** from his fields than a man working with the help of a **bullock** or a **horse.**

In countries like **Russia, America** and **Canada** almost **all** farmers make use of tractors for ploughing the fields. But in countries like **India, China** and **Japan,** where the fields are very **small,** the farmers do **not** make use of tractors for ploughing the fields ; they do the ploughing with the help of **bullocks** or **horses.** The fields in India, China and Japan are so **small** that tractors are of **little** or **no** use on them.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *till* AND *forward.*

A1 : What's **this** ?
2 : What's on the four **sides** of the field ?
3 : Where are the **plants** ?
4 : Who is **working** in the field ?
5 : Where is Saku's right **hand** ?
6 : What's in **front** of the plough ?
7 : What's the **bullock** doing to the **plough** ?
8 : Is the bullock **young** ?
9 : Is it pulling the plough forward **quickly** ?
10 : Who is keeping the plough **straight** ?
11 : Is **Saku** walking more quickly than the **bullock** ?
12 : Where's **one** end of the plough ?
13 : What's at the **other** end of the plough ?
14 : What's the sharp blade doing to the **earth** ?
15 : Is the earth broken **up** ?
16 : What's **getting** the earth broken up ?
17 : How far forward will the bullock **go** ?
18 : What will the bullock do when it gets to the **far** edge of the field ?
19 : Is Saku working **hard** ?
20 : What's the time **now** ?
21 : How long will Saku keep on **working** ?
22 : What will he do at **eight** ?
23 : Why is he working very **hard** ?
24 : Who will come to take the bullock **away** on Monday ?

B1 : What's this a **picture** of ?
2 : Is it a **rice** field ?
3 : Whose **property** is it ?

4 : What's Mr. Brown **doing** ?

5 : Is he ploughing the field with the help of a **bullock** ?

6 : What's taking the plough **forward** ?

7 : How long will Mr. Brown keep on **working** ?

8 : What will he do when it gets **dark** ?

9 : Which is **better** for ploughing, a **horse** or a **bullock** ?

10 : **Why** is a horse better than a bullock for ploughing ?

C1 : What's **this** a picture of ?

2 : Is it a **rice** field ?

3 : What is there **in** the field ?

4 : What is the tractor **like** ?

5 : Does a tractor do the same sort of work as a **plough** ?

6 : Which is able to go forward more **quickly,** a **bullock** or a **tractor** ?

7 : How much work does a tractor do in a **day** ?

8 : Who is able to get **more** from his field, a man working with a **bullock** or a man working with a **tractor** ?

9 : In which countries do farmers make use of **tractors** for ploughing their fields ?

10 : Do they make use of tractors for ploughing the fields in **India, China** and **Japan** ?

11 : Why **don't** they make use of tractors in India, China or Japan ?

P1 : Is this a **plough** ?

N1 : Point to spade, hammer, rod, screw, nail, plough.

2 : All answers but the last are negative.

2 : Do (we) make use of tractors in (**India**) for ploughing ?

S : We : they.
India : China, Japan, America, Russia.

3 : Is a (**bullock**) able to do as much work as a **tractor** ?

S : Bullock : horse.

4 : What's this the **edge** of ?

N : Point to edge of table, box, blackboard, shelf, knife, spade, scissors, book, card.

M1 : Till Half Past Eleven

ALI : Come on, we'll go and see **Khan.** He's in **hospital.**

GULAB : It's **twelve** o'clock now ; the hospital is open only till half past **eleven.** They won't let you **in** after half past **eleven.**

ALI : **All** right. We'll go **tomorrow** then.

2 : Till Four O'Clock

SITA [*taking umbrella*] : There's a **kettle** on the fire . . . Please take the kettle **off** the fire when the water is **boiling.**

KAMALA : When are you coming **back** ?

SITA : I won't be back till four **o'clock.**

3 : Till Sunday

SAMI : So you're in **Bombay** ? How long will you be **here** ?

GANPAT : I'll be here till **Sunday.**

SAMI : You're **going** on Sunday ?

GANPAT : **Yes,** on Sunday I'm going to **Calcutta.**

4 : From Morning Till Night

FRIEND : Why don't you go for a **walk** these days ?

RAM : I've no **time.**

FRIEND : **Haven't** you ?

RAM : I'm doing **some** work or other from **morning** till **night.**

5 : Good-bye Till . . .

FRIEND [*seeing Ram in street*] : **Hullo !** No one **sees** you these days. What are you **doing** ?

RAM : I'm working very **hard.** I don't go **out** much.

FRIEND : When will you come to **see** me ?

RAM : I won't be able to come till the end of this **month.**

FRIEND : Till the **end** of this month ? That's a **long** time.

RAM : I'm writing a **book.** I'm not going **anywhere** till the book is **complete.**

FRIEND : When are you **completing** your work ?

RAM : I'm making an **attempt** to have it complete before the end of this **month.**

FRIEND : You don't seem to be **well.** I have a feeling that you're working **harder** than is **good** for you.

RAM : It will only be for another **two** weeks.

FRIEND : But it isn't **safe** to do more than eight hours work a day.

RAM : **That's** all right . . . I'll take **care** of myself. Well, good-bye till we see one another **again.**

FRIEND : **Good-bye !**

W1 : At (ten) o'clock the (canteen) is shut. (Learners are to make use of *till*).

2 : He will go from here on (Monday). (Learners are to make use of *till*).

Unit 89

did, went



(*Khan comes across a friend who is new to the station*).

KHAN : Hullo, Karim, where are you **going** ?

KARIM : I am going to the **canteen** to get some **blades.**

KHAN : I see you have your **great coat** on ?

KARIM : Yes, it's very **cold** today, isn't it ?

KHAN : **No,** it's not **very** cold today . . . **Yesterday** it was **colder.**

KARIM : **Yes,** yesterday it was even **colder . . .** You were not **in** after tea yesterday . . . Did you **go** anywhere ?

KHAN : Yes, I **went** to the bazaar.

KARIM : Oh ! you went to the **bazaar** yesterday ?

KHAN : **Yes,** I went to the **bazaar** yesterday.

KARIM : Isn't the bazaar 'out of **bounds** ?'

KHAN : **No,** the bazaar **isn't** ' out of bounds.'

KARIM : Do you go to the bazaar **every** day ?

KHAN : **No,** not **every** day.

KARIM : Why did you go to the bazaar **yesterday** ?

KHAN : I went to get a good sharp **knife.**

KARIM : May I have a **look** at your knife ?

KHAN : **Yes . .** [*Takes it out*]

KARIM : It **is** a good knife. How **far** is the bazaar from here ?

KHAN : It is about two miles from **here.**

KARIM : How did you **go** ?

KHAN : I went on **foot.**

KARIM : Isn't there a **bus** to the bazaar ?

KHAN : **Yes,** there **is** a bus to the bazaar.

KARIM : Why did you not go by **bus** then ?

KHAN : I did not go by **bus** because the ticket is four **annas . . .**

KARIM : I see . . . **Zarif** and **Wazir** were not in their quarters after tea . . . Did they go with **you** ?

KHAN : **No, Zarif** went to the **pictures** and **Wazir** went to the **football** match.

KARIM : Did **you** go on to the football match from the **bazaar** ?

KHAN : No, **I** did not go to the football match ; I went to see a **friend . . .** What did **you** do yesterday after tea ?

KARIM : I did some **reading** till **five** o'clock. Then I did some **writing** till **six.** Then I did some **stitching** till **seven.** Did **you** do any reading or writing yesterday ?

KHAN : No, **I** did not do any reading or writing yesterday ; there was no **time.**

KARIM : **I** haven't a good knife . . . Will you go to the bazaar **again** tomorrow ?

KHAN : **Yes.**

KARIM : May I come **with** you ?

KHAN : **Yes.** We will go **together . . .** It's getting **late** for you ; the canteen is only open till **six . . . Good-bye !**

KARIM : **Good-bye.**

C : When we are talking about every day we say *go.* When we are talking about tomorrow we say *will go.* When we are talking about yesterday or the day before (the past) we say *went.* In the same way when we are talking about every day we say *do.* When we are talking about tomorrow we say *will do.* And when we are talking about yesterday we say *did.*

1 : Where's Karim **going** ?
2 : What has Karim **on** ?
3 : How is the **weather** today ?
4 : How was the weather **yesterday** ?
5 : Was Khan **in** after tea **yesterday** ?
6 : Where did he **go** ?
7 : Is the bazaar ' out of **bounds** ' ?
8 : Does Khan go to the bazaar **every** day ?
9 : Why did Khan go to the bazaar **yesterday** ?
10 : Is it a **good** knife ?
11 : How **far** is the bazaar ?
12 : How did Khan **go** ?
13 : Isn't there a **bus** to the bazaar ?
14 : Why did not Khan go by **bus** ?
15 : Was **Zarif** in after tea yesterday ?
16 : Did he go to the bazaar with **Khan** ?
17 : Where **did** he go ?
18 : Was **Wazir** in after tea yesterday ?
19 : Did **he** go to the bazaar with Khan ?
20 : Did he go to the pictures with **Zarif** ?
21 : Where **did** he go ?
22 : Did Khan go on to the **football** match from the bazaar ?
23 : Where **did** he go from the bazaar ?

24 : What did **Karim** do after tea yesterday ?

25 : What did he do between **five** and **seven** yesterday ?

26 : Did **Khan** do any reading yesterday ?

27 : Did he do any **writing** yesterday ?

28 : Why did he **not** do any reading yesterday ?

29 : Why did he not do any **writing** yesterday ?

30 : Has **Karim** a good knife ?

31 : Where will he go **tomorrow** ?

32 : With **whom** will he go ?

33 : Why is it getting **late** for Karim ?

P1 : Did you **go** anywhere after your (morning tea) yesterday ?

S : Morning tea : mid-day meal, our o'clock tea, night meal.

2 : What did you do after your (morning tea) **yesterday** ?

S : Morning tea : midd-day meal, four o'clock tea, night meal.

3 : Did you do any **(reading)** last Sunday ?

S : Reading : writing, stitching, work, gardening, painting, ploughing, cooking, cleaning up, washing up.

M1 : Went To Get Book

FRIEND : You weren't in your **house** at five the day before yesterday. Where **were** you ?

GOVINDA : I was in **Ali's** house.

FRIEND : Why did you go to **Ali's** house ?

GOVINDA : I went to Ali's house to get a **(book).**

S : Book: pen, bag, ink-bottle, spade, some seeds, matches, torch.

2 : Went Back

FRIEND : Is Arjun still **here** ?

RAM : **No,** he **isn't.**

FRIEND : When did he go back to **Lahore** ?

RAM : He went back to Lahore last **Tuesday.**

3 : Do You ? Did You ? Will You ?

FRIEND : **Hullo !** Where are you **going** ?

RAM : I'm going for a **walk.**

FRIEND : Do you go for a walk **every** day ?

RAM : **Yes,** I go for a walk **every** day.

FRIEND : Did you go for a walk **yesterday** ?

RAM : **Yes,** I went for a walk **yesterday.**

FRIEND : Will you go for a walk **tomorrow** ?

RAM : **Yes,** I'll go for a walk **tomorrow.**

FRIEND : May I come **with** you tomorrow ?

RAM : **Yes,** we'll go **together.**

FRIEND : **Thank** you **!**

Seat work (Units 85-89)

A. *Put the right word from this list in the spaces :* about, smell, talk, walk, run, competition, among, overtake, country, field, grass, cow, farm, till, forward, edge.

1. There are flowers here, there, everywhere in the house ; there are a great number of flowers.............. the house.
2. ....the orange-trees there is an apple-tree.
3. I will not be back..six o'clock.
4. Is the car going.........................or is it going back ?
5. The glass is on the..........................of the table ; take care it does not go over.
6. Tomorrow there will be a shooting.........................to see who is best at shooting.
7. Do you.........................a car on the right or on the left ?
8. This is not a picture of a town ; this is a picture of a place in the..
9. The name of our..is India.
10. We have ten rice.......................on our..............................

B. *There are four sorts of statements here :* (1) *statements about now* (2) *statements about every day* (3) *statements about the future* (4) *statements about the past. Put these statements in their right division by writing* 1, 2, 3 *or* 4, *whichever is right, after them :*

1. I am planting some seeds in the earth........................
2. Father does some gardening after tea........................
3. He will get the money from the bank........................
4. They went to the pictures..
5. He did some work..
6. You did not go on parade..
7. I am going to have a wash..
8. What did you do then ?..
9. We were going very slowly...
10. I was ill at the time..

C. *Put the word in the brackets in the place of the word in sloping print and make other necessary changes :*

1. I go to my friend's house *every day.* (yesterday)
2. He does his map-reading *in the mornings.* (yesterday morning)
3. Do you go for a walk *every day* ? (last Sunday)
4. They do not do any work on *Sundays.* (last Sunday)
5. We do not go out *at night.* (last night)

Unit 90

cotton, basket, while, growth



90

A. This is a field in the **Deccan.** It is not a **rice** field; it is a **cotton** field. There are a great number of **cotton** plants in the field. Do you see the **cotton** on the cotton plants? It is **white.**

There are a number of **persons** in the field. Some of them are getting the **cotton** off the cotton **plants.** These men have **baskets** hanging at their sides. They are taking the cotton from the **plants** and putting it in the **baskets.** When **one** basket is **full** they put it away and get **another** basket.

The second group of men are at the **edge** of the field. While the **first** group of men are taking the **cotton** from the **plants** the second group of men are making **baskets.** While they are **working** they keep on **talking**; they are talking all the **time.** Says one, "I went to see a **picture** yesterday. It was a very **good** picture. It was all about **farming.**" "I **never** go to the pictures," says another. "I haven't enough **money.**" And so it goes **on.**

The men on the farm will go on **working** till the sun goes **down.** Then they will take the baskets of cotton to the **owner** of the field.



80.

B. This is **Ali,** the **owner** of the cotton field, with his **two** sons, **Hassan** and **Yusuf.** They are all working very **hard. Ali** is **ploughing** the field. **While** Ali is ploughing the field Hassan and Yusuf are putting some '**nitrates**' over the earth. Nitrates are very good **food** for plants. If you put these nitrates over the earth the plants will come up very **quickly,** and give you very **good** cotton in a very **short** time. Nitrates are very good for the **growth** of cotton plants. That is why Hassan and Yusuf are putting **nitrates** over the **earth** while **Ali** is ploughing the **field.**

'**Cow-dung**' and '**horse-dung,**' like nitrates, are good for the growth of **plants.** If we put cow-dung or horse-dung over the earth our rice plants will come up more **quickly** and they will give better **rice.** But not **all** of us make good **use** of 'dung.' Some of us make **cakes** out of cow-dung to make the **fire** with. If we do this we won't be making good **use** of cow-dung. The earth will have no **food,** and if the **earth** has no food it will not give **us** food; it will not give us good **wheat** and good **rice.**

Ali's cotton field is only **one** of a great **number** of cotton fields in the Deccan. Parts of the Deccan and the Punjab are **full** of such cotton fields. The black earth of the **Deccan** is **very** good for the growth of cotton plants. If you put a cotton **seed** in the earth, a cotton **plant** will come up very **quickly,** and the plant will give **good** cotton in a **short** time. That is why we say that the black earth of the Deccan is good for the **growth** of cotton plants.

The earth in **England** is **not** good for the growth of cotton plants. If you put a cotton seed into the earth there **no** cotton plant will come up. That is why we say the earth in England is **not** good for the growth of cotton plants.

India is one of the countries which get much **money** for their cotton. We send our cotton to countries like **England** and **France.** Cotton is of very great **use** to us. We make cotton **cloth** from cotton.

We have a great number of cotton **fields** in the Deccan and the Punjab in India. But the **sort** of cotton which we get from our plants is not very **good.** It is not as good as the cotton which we get from **Egypt** or **America.** The cotton from **Egypt** is **longer** than **our** cotton. The cotton from **America** is longer **still.** It is the **best** cotton there **is.**

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *growth* AND *while.*

A1: What's **this**?
2: What sort of field **is** it?
3: What **plants** are in the field?
4: What's the **colour** of cotton?
5: There are a number of **persons** in the field. What are some of them **doing**?
6: Where are they **putting** the cotton?
7: Where are the **baskets**?
8: What do they do when one basket is **full**?
9: Where are the **second** group of men?
10: What are **these** men doing while the first group of men are taking the cotton from the plants?
11: What do they **do** while they are making baskets?
12: What does **one** man say?
13: What does **another** man say?
14: How **long** will the men go on working?

15 : Where will they take the cotton at the end of the **day** ?

B1 : Who is the **owner** of this cotton field ?

2 : What are the names of his two **sons** ?

3 : Are they working **hard** ?

4 : What's **Ali** doing ?

5 : What are **Hassan** and **Yusuf** doing while Ali is ploughing the field ?

6 : Why are Hassan and Yusuf putting **nitrates** over the earth ?

7 : Why do we say that the nitrates are **good** for the **growth** of cotton plants ?

8 : Are **cow-dung** and **horse-dung** good for the growth of plants ?

9 : Will plants come up **quickly** if we put cow-dung over the earth ?

10 : Will the fields give us **better** rice if we put cow-dung over the earth ?

11 : Do **all** of us make good **use** of dung ?

12 : What use **do** we make of cow-dung ?

13 : Will the **earth** give **us** enough good food if **we** do not give the **earth** enough good food ?

14 : What parts of India are **full** of cotton fields ?

15 : Is the earth in the **Deccan** good for the growth of cotton ?

16 : Why do we say that the earth in the Deccan is **good** for the **growth** of cotton ?

17 : Is the earth in **England** good for the growth of cotton ?

18 : Why do we say that the earth in England is **not** good for the growth of cotton ?

19 : Does India get much **money** for its cotton ?

20 : Where do we **send** our cotton ?

21 : What **use** do we make of cotton ?

22 : Is **our** cotton as good as the cotton from **Egypt** ?

23 : Why is it **not** as good as the cotton from Egypt ?

24 : Which is **better,** cotton from **Egypt** or cotton from **America** ?

25 : Which is the **best** cotton there is ?

P1 : Is this a **basket** ?

N : Point to bucket, oven, kettle, mug, etc.

2 : Do we keep (**flowers**) in a **basket** ?

S : Flowers : apples, oranges, mangoes, cakes, berries.

3 : Give (**one**) use of cotton.

S : One : a second, a third.

4 : (Is) (this) (a) **cotton** (coat) ?

S : Coat : shirt, dhoti, shirts, trousers, socks, etc.

5 : Which is **better—our** cotton or the cotton from (**Egypt**) ?

S : Egypt : America.

6 : Is the earth in England good for the growth of (**cotton**) ?

S : Cotton : rice, wheat, coffee, tea, barley, bajri, etc.

7 : Why do you say that the earth in England is **not** good for the growth of (cotton) ?

S : Cotton : rice, coffee, tea, bajri, etc.

8 : Will the growth of a plant be **slower** or **quicker** if you put (cow-dung) over the earth ?

S : Cow-dung : horse-dung, etc.

9 : What's he doing while he is having his **tea** ?

N : Reading book, writing letter, putting a button on his shirt, cleaning his belt. Get a learner to do these things and point to him while you are putting your questions.

M1 : While I Am Playing

LAL SINGH : I'm going to have a game of (**football**). Are **you** coming ?

RAM SINGH : **No,** I'm **tired.**

LAL SINGH : What are **you** going to do while **I'm** playing **football** ?

RAM SINGH : I have a very interesting **book.** I'll go through my **book** while you are playing football.

S : Football : hockey, tennis, cricket, other games.

2 : While I Am Away

RAM : I'm going to **Calcutta** tomorrow. Will you please take care of my (**gun**) while I'm away ?

FRIEND : **Yes.**

RAM : **Thank** you ! **Here** it is.

S : Gun : books, ornaments, etc.

3 : While I Am Making A Fire

PREM : It's **tea-time.** Let's go and have some **tea.**

GOVINDA : Why not make tea **here** ?

PREM : **All** right. But there isn't any coal to make a **fire** with.

GOVINDA : There are some bits of dry **wood** about the garden. **I'll** get the wood. **You** go and get the **water** and **tea** while **I'm** getting the **wood.**

PREM : **All** right ! [*After getting water*] : **I'll** make the tea.

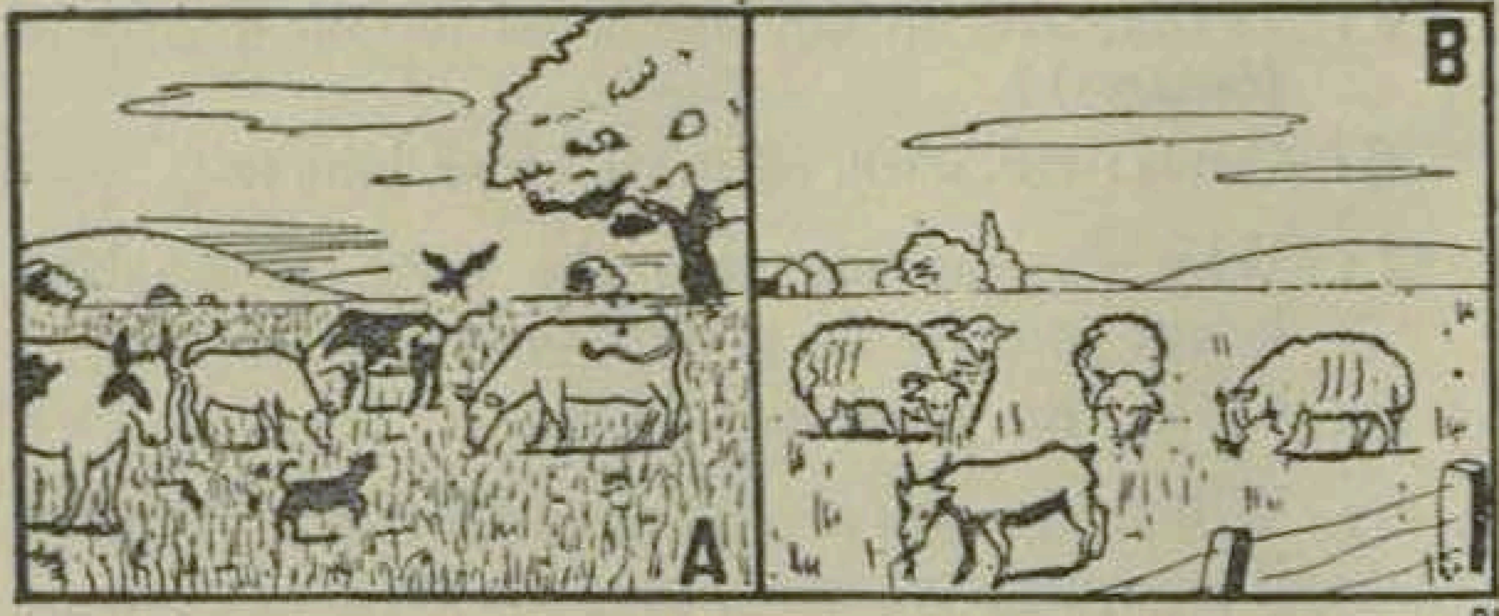
GOVINDA : **I** will make the tea. **You** get the **table** ready while **I'm** making the **tea.**

PREM : **All** right.

GOVINDA : **Now,** let's have our **tea.**

Unit 91

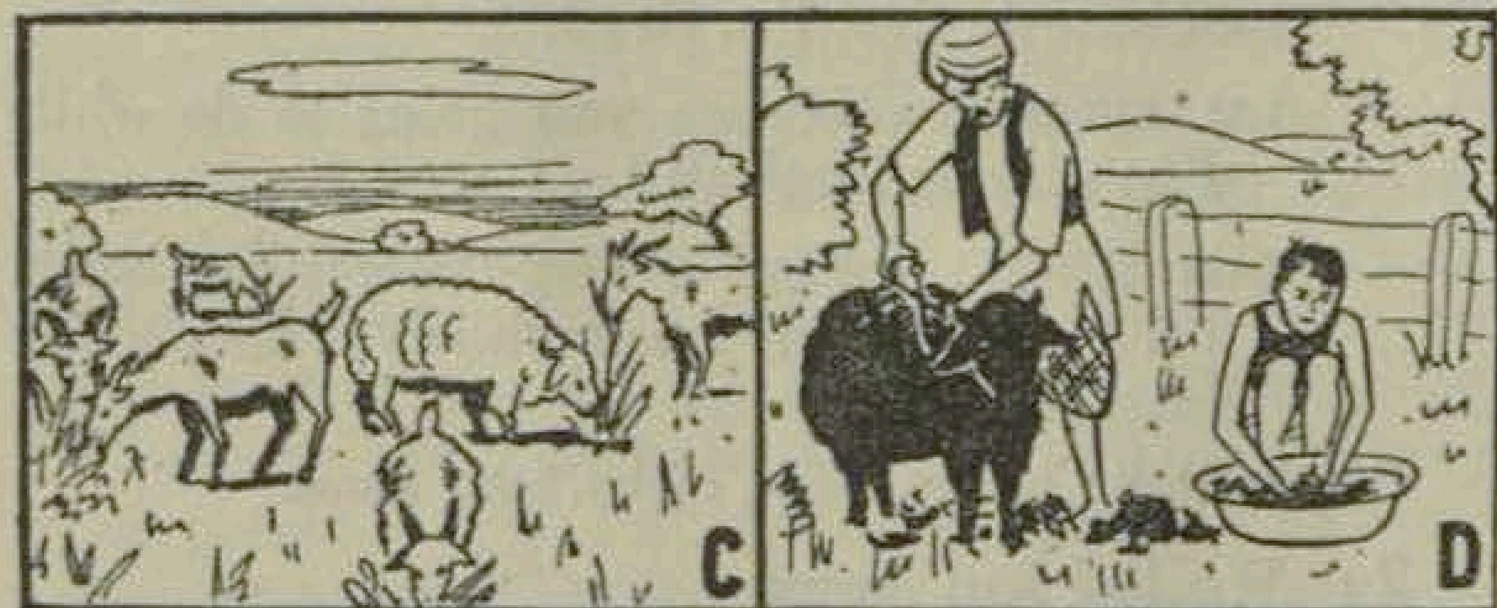
sheep, goat, horn, wool, animal



91

A. This is **another** of the fields on Giri Prasad's farm. **This** field is full of green **grass.** It is a **grass** field. In the field there are four **cows.** They are Giri **Prasad's** cows. **Among** the cows is a **dog.** The dog is taking good **care** of the cows.

B. In **this** field are four **sheep.** They are Giri **Prasad's** sheep. The sheep are pulling up the **grass** with their **teeth ;** it is their **food.** Among the **sheep** is a **goat.** The goat is taking grass **with** the sheep.



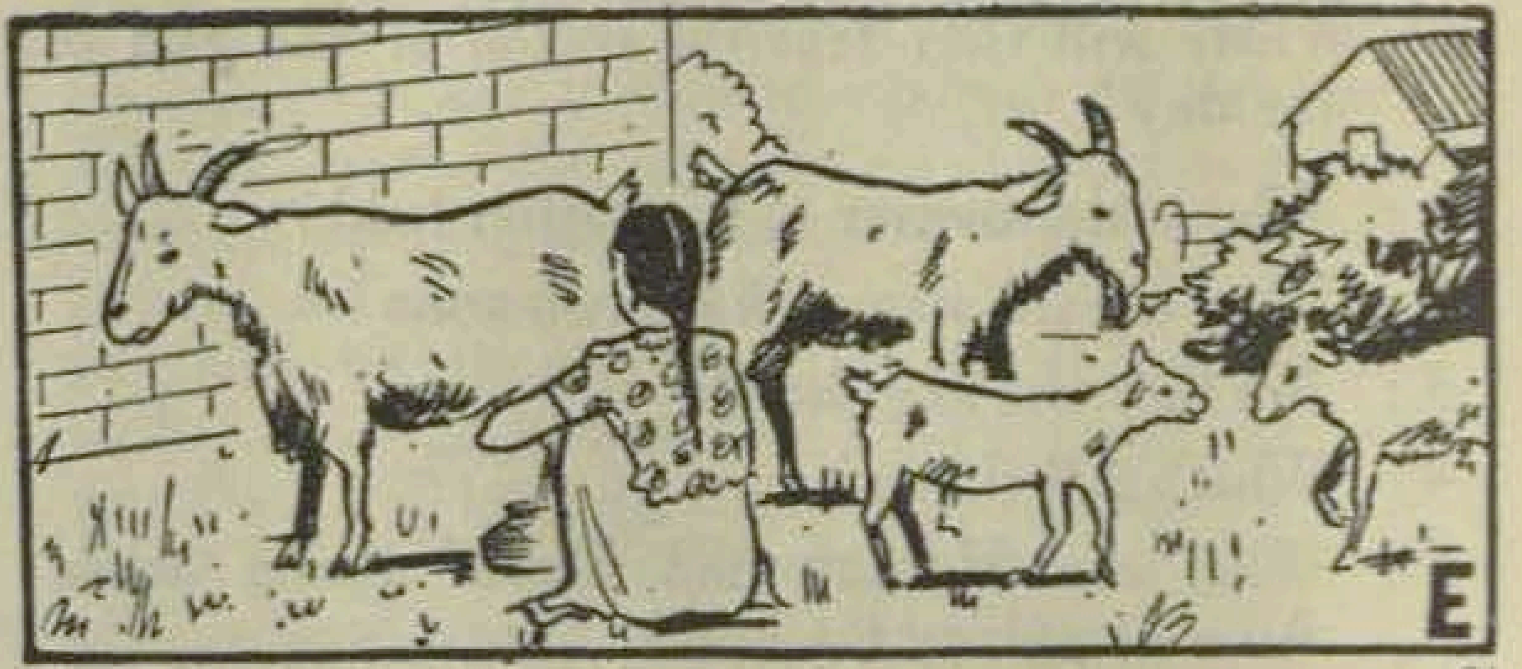
91

C. There are **five** goats in **this** field. They are Giri **Prasad's** goats. These goats are not taking **grass** for their food ; they are biting at the **roots** of some **plants.** **Among** the goats is a **sheep.** The **goats** have their tails **up.** The **sheep** has its tail **down.**

D. Giri Prasad has a **sheep** in **front** of him and a great pair of **scissors** in his **hand.** The **colour** of the sheep is **black.** It has two **horns** on its head ; **one** horn on the **right** side of its head and the **other** horn on the **left** side of its head. The horns are not very **long ;** they are **short.** The sheep has a coat of **hair** on its back. This hair is **wool.** The wool of the sheep in the picture is **black.** Giri Prasad is **cutting** the wool with his great pair of **scissors.** By his side is his son **Saku.** Saku is **cleaning** the wool in a basin of **water.** After **cleaning** the wool, Saku will take it to the bazaar and get **money** for it.

Wool is of as much **use** to us as **cotton.** We make **cloth** from wool. Wool is **warmer** than cotton. No-one in the **warmer** countries puts on **wool** clothing as a **rule.**

E. This is **Devaki,** Giri Prasad's daughter. She is with a **family** of **goats.** There is the **he**-goat, the **father** of the family. There is the **she**-goat,



91

the **mother** of the family. And there are two **baby** goats. The **he**-goat has two **horns** on its head. The **she**-goat has two horns. The **baby** goats have **no** horns. Are you able to make out the **he**-goat from the **she**-goat ? The **he**-goat has long **hair** on its chin. The **she**-goat has **no** hair on its chin. The **baby** goats have no hair on their chins.

Devaki is milking the **she**-goat. Milking the cows and goats is **her** work. Cutting the wool is Giri **Prasad's** work.

Indian farmers keep **cows, bullocks** and **goats** as a rule. **English** farmers keep **horses, cows,** and sometimes **sheep.** Cows and bullocks and goats are all sorts of **animal.** A **cow** is a sort of animal. A **bullock** is a sort of animal. A **goat** is a sort of animal. **A horse** is a sort of animal and a **dog** is a sort of animal. Horses, cows, goats, sheep and dogs are different sorts of **animal.**

All animals have **four** legs. **All** animals have **tails.** But not **all** animals have **horns.** Horses have **no** horns. **Dogs** have no horns. **Cats** have no horns. **Rats** have no horns.

Animals like sheep, goats, cows and bullocks are of **great** use on a **farm.** That is why they **keep** sheep and goats and cows and bullocks on a farm. An animal like a **cat** is of **no** use on a farm. They do not keep **cats** on a farm as a rule. Some farms may have **one** or **two** cats, to keep away the **rats,** but they do not keep a **number** of cats.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *animal*.

A1 : What's **this** a picture of ?
2 : What's the field **full** of ?
3 : What's the number of **cows** in the field ?
4 : What's **among** the cows ?
5 : What's the **dog** doing ?

B1 : What's in **this** field ?
2 : Whose sheep **are** they ?
3 : What are the sheep **doing** ?
4 : What's **among** the sheep ?
5 : What's the goat **doing** ?

C1 : Are there **four** goats or **five** goats in this field ?
2 : Whose goats **are** they ?

3 : What are the goats **doing** ?
4 : What's **among** the goats ?

D1 : What has Giri Prasad in **front** of him ?
2 : What's in his **hand** ?
3 : What's the **colour** of the sheep ?
4 : What has the sheep on its **head** ?
5 : Are the horns **long** or **short** ?
6 : What has the sheep on its **back** ?
7 : What **name** do we give to this hair ?
8 : Is the wool on the back of the sheep **white** ?
9 : Who is **cutting** the wool ?
10 : Is he cutting the wool with a **knife** or with a pair of **scissors** ?
11 : Who is by Giri Prasad's **side** ?
12 : What is he **doing** ? What is Saku cleaning the wool **in** ?
13 : Where will he **take** the wool after cleaning it ?
14 : Is wool of any **use** to us ?
15 : Which is **warmer,** cotton or wool ?

E1 : Who is **this** ?
2 : Where **is** she ?
3 : What's the **number** of goats in the family ?
4 : What has the **he**-goat on its **head** ?
5 : What has the **she**-goat on its head ?
6 : Have the **baby**-goats any horns ?
7 : What has the **he**-goat on its chin ?
8 : Has the **she**-goat any hair on its chin ?
9 : What's Devaki **doing** ?
10 : Whose **work** is milking the cows and the goats ?
11 : Whose work is cutting the **wool** ?
12 : What animals do they keep on an **Indian** farm as a rule ?
13 : What animals do they keep on an **English** farm as a rule ?
14 : What **are** cows and bullocks and goats ?
15 : What's a cow a **sort** of ?
16 : What's a **bullock** a sort of ?
17 : What's a **goat** a sort of ?
18 : Is a **horse** a sort of **animal** ?
19 : Is a **dog** a sort of animal ?
20 : Have **all** animals **four** legs ?
21 : Have **all** animals **tails** ?
22 : Have **all** animals **horns** ?
23 : Which animals have **no** horns ?
24 : Why do they **keep** such animals as sheep or goats on a farm ?
25 : Is a **cat** of any use on a farm ?
26 : Why do some farms have **one** or **two** cats ?

P1 : Is a **(horse)** a sort of animal ?
S : Horse : cow, apple-tree, dog, orange, cat, rat, cotton-plant, snake, goat, sheep, etc.
2 : Has a (cow) **horns** ?
S : Cow : horse, dog, goat, cat, rat, snake, sheep.
3 : Has a (sheep) a **tail** ?
S : Sheep : goat, horse, etc.
4 : Has a (sheep) **wool** on its back ?
S : Sheep : goat, horse, cow, dog, cat, rat, etc.
5 : (Is) my (shirt) **wool** or **cotton** ?
S : Shirt : shorts, trousers, socks, stockings.
6 : What's **that** the cry of ?
N : Let someone give the cries of a sheep, a goat, a cow, a horse, a dog, a cat, etc.

Seat work (Units 90-91)

A. *Some of these statements are right and some are wrong. Put right or wrong, whichever is right, in the spaces :*

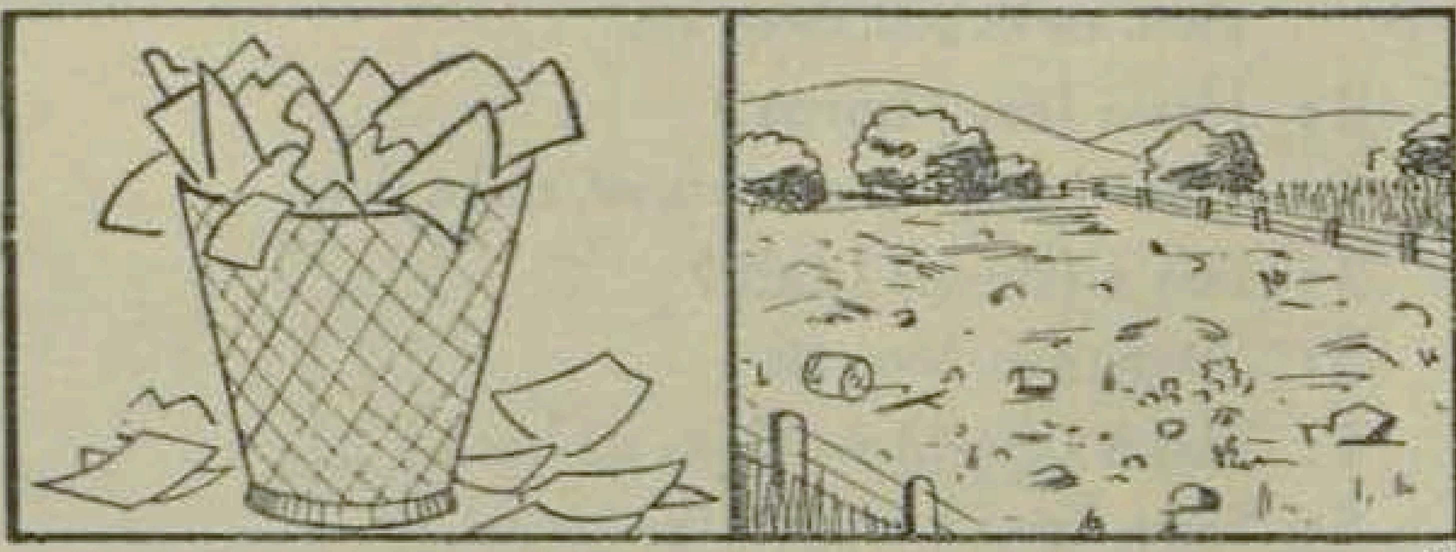
1. Horses have horns ....
2. Goats are animals ....
3. Sheep give us milk ....
4. Sheep give us wool ....
5. The earth in England is good for the growth of cotton ....

B. *Give the answers to these questions :*

1. Is cow-dung good for the growth of plants ?
....
2. What parts of India are full of cotton fields ?
....
3. What's the colour of cotton ?
....
4. Where do we send our cotton ?
....
5. Which is warmer, cotton or wool ?
....
6. Have all animals four legs ?
....
7. Have all animals horns ?
....
8. Which animal gives a kick when it is angry ?
....
9. What animals do they keep on an Indian farm as a rule ?
....
10. Is a dog of any use on a farm ?
....

Unit 92

waste, land, produce, fertile



92

Anything for which we have no **use** is **waste. Paper** for which we have no use is **waste** paper. We put such waste paper into a **basket,** to which we give the name **waste-paper basket.** One **fourth** of the land in this country is of no use to **anyone.** It is so **hard** or so **dry** or so **full** of stones that we are not able to get any **rice** or **wheat** or **cotton** from it. We are not able to get any **produce** from it. **Such** land is of no use to **anyone.** It is **waste** land. One **fourth** of the land in this country is **waste** land from which we are not able to get **any** produce at all—no **rice,** no **wheat,** no **cotton.**



93

Anything of which we do not make **good use** is a **waste.** When we do not make good use of our **time** we are wasting our **time.** When we do not make good use of our **money** we are wasting our **money.** When we do not make good use of our **produce** we are wasting our **produce.** When we do not make good use of our **ammunition** we are wasting our **ammunition.**

Those who do farming in **this** country (farmers) do not all make good use of the things which they **have.** They give much of their **money** to get **ornaments** for their **women.** Money has a **better** use than this. They may get **quinine** or a **mosquito net** for their money and keep themselves safe from **malaria.** If they give their money away for **ornaments** when it is better to get **quinine** they are **wasting** their **money.**

Not **all** farmers make good use of their **cow-dung** and **other** waste from man and animal. **Waste** from the bodies of **men** and **animals** is of **great** use. It is a good **fertiliser. Most** farmers make **fires** with their cow-dung. This is a **waste** of good **waste.** Cow-dung has a **better** use than this. If you put cow-dung over your **land,** the earth will give more **produce**—more **rice** or **wheat** or **cotton.** If a farmer makes **fires** with his cow-dung, and does not put it over the **fields,** he is wasting his **cow-dung.** Again, if a farmer does not make use of the right sort of **seed,** or the right sort of **plough,** he is wasting good **land.**

If an acre of land on **my** farm gives more produce than an acre of land on **your** farm it is because **my** land is more **fertile** than **your** land, or **your** land is **less** fertile than **my** land. As a rule land where there is much **water** is more fertile and gives more produce than land where there is **little** or **no** water.

Sometimes the land **itself** may be very fertile and **still** it may not give much **produce.** We in **India** get only **690** lbs. of wheat from an acre of land; in **England** they get **2,000** lbs. of wheat from an acre of land. **We** get **98** lbs. of cotton from an acre of land; in **America** they get **200** lbs. In **England** and **America** they get **more** produce from their land than **we** do in **this** country. This is **not** because their land is more **fertile** than our land, but because **their** ways of farming are **better** than **our** ways of farming. We may make **our** land as fertile as **their** land if we take more **care** of it. **Bones, cow-dung** or other waste from man or animal are all good **fertilizers,** that is, they make the land more **fertile.** If we make greater use of **fertilizers,** and of the right sort of **seed** and the right sort of **plough,** we will be able to make **our** land as fertile as the land in **England** or **America.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *waste* AND *fertile.*

1 : What is **waste** ?

2 : What is paper for which we have no **use** ?

3 : Where do we **put** such waste paper ?

4 : How much of the land in this **country** is of no use to **anyone** ?

5 : **Why** do we say it is of no use to anyone ?

6 : What **name** do we give to such land ?

7 : How much of the land in this country is **waste** land ?

8 : When are we wasting our **time** ?

9 : When are we wasting our **money** ?

10 : When are we wasting our **produce** ?

11 : When are we wasting our **ammunition** ?

12 : Do **all** farmers in this country make good **use** of the things which they have ?

13 : What do they do with much of their **money** ?

14 : In what way may they make **better** use of their money ?

15 : Are they wasting their money when they get **ornaments** and not **quinine** ?

16 : Do all our farmers make good use of their **cow-dung** ?

17 : What do they **do** with it ?

18 : What's a **better** use for cow-dung ?

19 : When do we say that the farmers are **wasting** their cow-dung ?

20 : When do we say that the farmers are wasting good **land** ?

21 : When do we say one bit of land is more **fertile** than another bit of land ?

22 : Which land is more **fertile** as a rule, land where there is **much** water or land where there is **little** water ?

23 : How much **wheat** do we get from an acre of land in **India** ?

24 : How much wheat do they get from an acre of land in **England** ?

25 : How much **cotton** do we get from an acre of land in **India** ?

26 : How much cotton do they get from an acre of land in **America** ?

27 : Do farmers in **England** and **America** get more produce from their land than our farmers do in **this** country ?

28 : Is this because **their** land is more **fertile** than **our** land ?

29 : May **we** make **our** land as fertile as **their** land ?

30 : Are bones and cow-dung good **fertilizers** ?

31 : What **is** a fertilizer ?

32 : When will **our** land be as fertile as the land in **England** or **America** ?

P1 : When do we say a bit of (paper) is **waste** ?
S : Paper : cloth, etc.

2 : When do we say we are wasting **(milk)** ?
S : Milk : tea, coffee, sugar, chapatis, etc.

3 : If we keep on playing **(cards)** when there is **work** to do are we making good **use** of our time ?
S : Cards : other games.

4 : Is the land through which the River (Ganges) goes **fertile** ?
S : Ganges : any other river.

5 : Will your land be more fertile if you put **(cow-dung)** over it ?
S : Cow-dung : other fertilizers.

6 : What sort of produce do we get from (the **Punjab).**
S : The Punjab : Deccan, other places and provinces.

M1 : A Land-Owner

ALI : Where's **Hyder** ?
KARIM : He's back in the **country** working on the land.
ALI : Has he any **property** in the country ?
KARIM : **Yes,** he's a small **land-owner.**

2 : The Land Of His Birth

A : What's the name of the **land** of your **birth** ?
B : The name of my **country** ?
A : **Yes,** the name of the **land** of your **birth** ?
B : The name of the land of my birth is **India.** India is my **country.**

3 : What A Waste !

SITA : What are you doing with those bits of **bread** ?
COOK : I'm putting them in the **waste**-bucket. They are of no **use.**
SITA : Of no **use** ? What a **waste** ! They are of **great** use. Give them to **me.**
COOK [*giving*] : What will you **do** with them ?
SITA : **Do** with them ? I'll make a bread-and-butter **'pudding'** out of them. It will make part of a **meal.** I'll have no waste of good food in **my** house. If I see you doing that **again,** I will send you **away.**

4 : Not Wasting Time

ARJUN : **Hullo,** Lal **!**
LAL : **Hullo,** Arjun **!**
ARJUN : Still in the **Army** ?
LAL : **Yes.**
ARJUN : What do you **do** with your time now ? You're not doing any **fighting.**
LAL : They keep on teaching us **something** or **other** . . . .
ARJUN : **Do** they ?
LAL : **Yes.** I'm not **wasting** my time. I'm learning a **number** of things . . . I'm learning much about good **farming** . . . I'm learning how to **make** things with my **hands** . . . I'm learning **English** . . . I'm learning how to keep **healthy** and **strong** . . . All **sorts** of things . . .
ARJUN : **Good !** It is clear you are **not** wasting your time. But if you do not make good **use** of all that when you get back to your **village** it will be a **great** waste of time **and** money.
LAL : Have no **fear,** Arjun. When I go back to my **village** I will make **good** use of **everything** which I'm learning now.

Unit 93 : Revision



English farming is **different** from **Indian** farming in a **great** number of ways. These are **some** of the ways in which it is different.

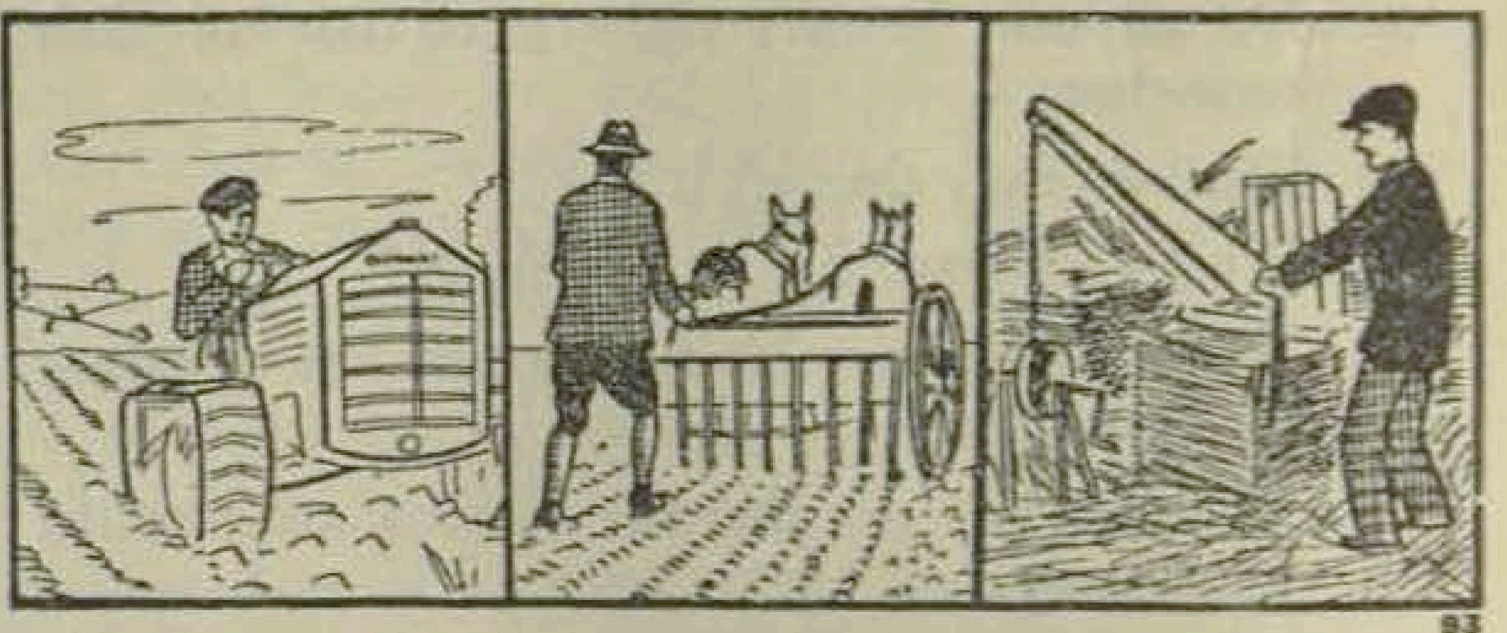
1. Indian farms are much **smaller** than English farms. In **India** every farmer has about **four** acres of land as a rule but in **England** every farmer has about **twenty-six** acres of land as a rule.

2. Because an English farmer has more land, he is able to make use of **machines** for **all** sorts of work—for **ploughing**, for putting the **seeds** in, for cutting the **plants** and for getting the seeds **from** the plants. But an **Indian** farmer is **not** able to make use of machines on his farm, because his farm is so very **small.**

3. An English farmer keeps his land **fertile** by using **'fertilisers.'** He puts such fertilisers as **nitrates** and **phosphates** all over the land. He makes good use of every bit of **waste** material on the farm. An **Indian** farmer does **not** make use of fertilisers. He makes **no** use of the waste from man, animal or plant. The land gets **less** and **less** fertile, and after a time it gives back little or no **produce.** This is why so much land in India is **waste** land—because the farmers take little or no **care** of their land and do not give it enough **food** to keep it **fertile.** It is a sort of **punishment** for not taking good **care** of the land.

4. An English farmer makes use of the best **seeds** he is able to get. An **Indian** farmer will get almost **any** sort of seeds. There are Government **'seed-agents'** from whom the farmer **may** get the **best** sort of seed. But he will not **go** to a Government 'seed-agent,' because the price of **Government** seeds is higher than the price of the seeds in the **bazaar.** What the Indian farmer is not able to see is that if he makes use of **better** seed his land will give **more** produce and he will have much **more** money at the end of the year.

5. An English farmer will not have the **same** sort of **plants** in the **same field** time after time. If he has **wheat** in **June** he may have **turnips** (a sort of root which is a good food for animals) in **September.**



The year after he may have **barley** in **June** and **clover** (a sort of plant which is good food for cows) in **September.** Planting **different** sorts of seeds every time is of great help in keeping the land **fertile.** But an **Indian** farmer puts in the **same** sort of seeds **every** time, **year** after **year.** He has the same sort of plant, say **wheat** or **rice, every** June and **every** September. This is a **bad** way of farming because after a time there will be little or no **food** in the land for the plants and they will not come **up.**

6. An English farmer makes a little more **money** as a rule, by doing **'market-gardening.'** He puts down **cabbages, cauliflower, potatoes** and other 'vegetables' for which he gets **money.** Every market-day he sends them to the nearest **town** and gets **money** for them.

7. An English farmer keeps farm-animals like **cows** and sometimes **sheep.** He makes **butter** and **cheese** in his **'dairy,'** and sends them to the market with the **milk.** The cows and sheep are of use to him in still **other** ways. He gets **wool** and **meat** and **skins** from his **sheep** and **'beef'** and **skins** from his **cows.**

And so you see an **English** farmer makes more money than an **Indian** farmer does because he takes greater **care** of his land and does more **work.** There is work for him **all** day long from **sun-up** till **sun-down,** and **every** day all the year **round,** from **January** to **December.**

1: Is **English** farming different from **Indian** farming?
2: Which is **smaller,** an **English** farm or an **Indian** farm?
3: How much land has an **English** farmer as a rule?
4: How much land has an **Indian** farmer as a rule?
5: Why is an English farmer able to make use of **machines**?
6: Why is an Indian farmer **not** able to make use of machines?
7: How does an English farmer keep his land **fertile**?
8: What **sort** of fertilisers does he put over the land?

9: What does he do with the **waste** from men and animals on his farm?

10: Does an **Indian** farmer make use of fertilisers?

11: Does he make good use of the **waste** from **man, animal** or **plant**?

12: Why is so much land in India **waste** land?

13: What sort of **punishment** does the farmer get for not taking better **care** of his land?

14: What sort of **seed** does an English farmer make use of?

15: What sort of seed will an **Indian** farmer get?

16: Where may an Indian farmer get the **best** sort of seed?

17: Why doesn't he **go** to a Government 'seed-agent'?

18: What is it that the Indian farmer is not able to **see**?

19: Does an English farmer have the **same** sort of **plants** in the **same field** time after time?

20: If he has **wheat** in **June** what may he have in **September**?

21: What may he have in June the year **after**?

22: What may he have in **September**?

23: Why does he put in a **different** sort of seed every planting time?

24: Does an **Indian** farmer put in a different sort of seed every planting time?

25: Why is this a **bad** way of farming?

26: What does an English farmer do to make more **money**?

27: What **sort** of vegetables does he put down?

28: Where does he **send** the vegetables every market day?

29: What does he **get** for these vegetables?

30: What sort of **animals** does an English farmer keep?

31: What does he make in his **dairy**?

32: What **other** things does he get from his sheep?

33: What does he get from his **cows**?

34: Who makes more money as a rule an **English** farmer or an **Indian** farmer?

35: **Why** does an English farmer make more money as a rule?

M: Plants Get Food

A: Where do plants get their **food** from?

B: Plants get their food from the **air,** from **water** and from the **earth.**

Unit 94: Revision



94

London, 23rd April, 1945.

My dear brother,

I am writing this letter from London. I am going to say something about what I did last week-end when I was in the country. It seems to me that what I am going to say will be of great interest to you. You and I are farmers. And learning what farmers in other countries do from day to day, and how they do it, is of great interest.

An English farmer does more work than an Indian farmer does.

He gets up very early. Almost the first thing which he does after getting up is to take the cows in for milking. Before milking them he gives them a rub-down. In England they never get milk from a cow before giving it a wash. This is to keep the milk from getting dirty. Some of the milk he sends to the market. With the rest he makes butter and cheese, in which work the women give him much help.

After milking the cows he has his morning meal. Then he goes out into the fields again. If it is the time for ploughing he does ploughing. If it is the time for putting seeds in he puts the seeds in. If it is the time for cutting down the produce he gets it cut. Then he comes back to have his mid-day meal. After his mid-day meal he has a little rest. Then he goes out into the fields again to do more work. This time he may go into one of the grass fields, get some of the grass cut and put it out in the sun for drying.

The women do as much work as the men. They get up at six o'clock and go down to get the morning meal ready. After getting the morning meal ready they do the cleaning and make the beds. Then they go to work in the dairy. The dairy is the place where they keep the milk and make butter and cheese. Then they get the mid-day meal ready. More work, then tea and later there will be another meal to get ready. At the end of the day they are quite as tired as the men.

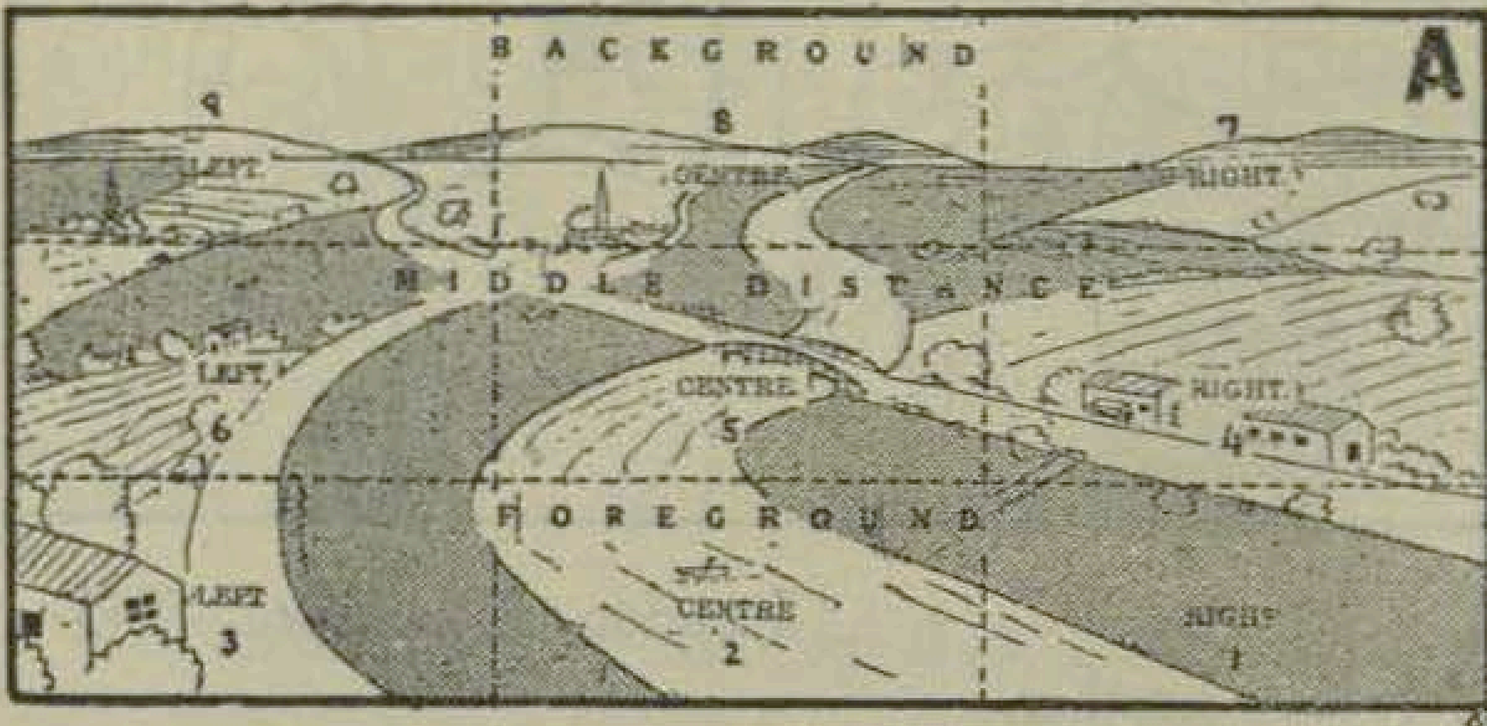
When the day's work is over some of them put the radio on; others may do some reading or go to pictures in the nearest town.

I may come back to India in a short time. How are you all doing?

Your brother,
Arjun

Unit 95

position, division



95

A. For pointing out the **position** of buildings, rivers, fields, trees, troops, tanks and so on we make **a division** of the stretch of country in front of us into **three** parts as in the **picture.** The part which is **nearest** to us is the **foreground.** The part which is **farthest** from us is the **background. Between** the foreground and the background is the **middle distance.**

To make the position of anything still **clearer** we make **another** division of every one of these three parts into three **more** parts—**left, right,** and **centre**—making **nine** parts or divisions.

Division **one** is the **right foreground.** Division **two** is the **centre** foreground. Division **three** is the **left** foreground. Division **four** is the **right middle distance.** Division **five** is the **centre** middle distance. Division **six** is the **left** middle distance. Division **seven** is the **right background.** Division **eight** is the **centre** background and division **nine** is the **left** background.

Anything you see when you are out in open country will be in **one** of these nine **divisions.** To **give** its position you will say it is in **one** or **other** of these nine **divisions.**



95

B: When a farmer in India gets very **old** he sometimes makes a **division** of his **property** among his **sons.** Every son gets a **part** of his father's **property.**

Division of the land into **smaller** and **smaller** parts was taking place in **old** times, and it is **still** taking place all over the country **today.** This is why an Indian farmer has only about **four** acres of land. This is not a **good** thing for Indian farming, because with **small** farms we are not in a position to make use of **machines** for ploughing, planting and cutting, and if we do not make use of **machines** we will not be able to get the **best** from the land. An **English** farmer and a **Canadian** farmer are in a position to do farming with the help of machines because an **English** farmer has **twenty-six** acres of land and a **Canadian** farmer has as much as **one hundred and four** acres of land.

The **first** thing to do is to put an **end** to this division of land into smaller and smaller parts. If **five** different farmers put their land **together** they will have **twenty** acres of land between them. Then the position will be **different.** Every one of the farmers will be able to do the **sort** of work at which he is very **good. One** man will do the **ploughing, another** will take care of the **animals,** the **third** will take the wheat to the **market,** and so on. There will be a **division** of **work** among them, so that **together** they will be able to get very much more produce than **before.** After a time they will make enough money to get **machines,** and when they do their work with the help of **machines** they will be able to make still more **money. Every** man will then be in a better **position.** Division of **land** is a **bad** thing ; division of **work** is a **good** thing.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *position* AND *division*.

A1: What do we do for pointing out the **position** of buildings or rivers and so on in a stretch of country ?

2: What's the part which is **nearest** to us ?

3: What's the part which is **farthest** from us ?

4: What's the part which is between the **two** ?

5: What **other** division do we make to make the position still **clearer** ?

6: What number of divisions make a **complete** picture ?

7: What's division **one** ?
Etc. (Eight more questions).

8: How will you make the position of anything **clear** ?

B1: What does an Indian farmer do when he gets **old** ?

2: What does every son **get** ?

3: Was this division of land into smaller and smaller parts taking place in **old** times ?

4: Is it **still** taking place ?

5: How much land has an Indian farmer **now** ?

6: Why is this division of land not a **good** thing for Indian farming ?

7 : Will we ever be able to get the best out of the land if we do not make use of **machines** ?

8 : Why is an **English** farmer able to do farming with the help of machines ?

9 : Why is a **Canadian** farmer able to do farming with the help of machines ?

10 : What's the **first** thing to do ?

11 : How much land will five farmers have if they put their land **together** ?

12 : What will every farmer be able to do **then** ?

13 : What will **one** man do ?

14 : What will **another** man do ?

15 : What will the **third** man do ?

16 : What will there be **among** them ?

17 : Why is division of work a **good** thing ?

18 : What will they be able to **do** after a time ?

19 : Why is working with the help of machines **better** ?

20 : Is division of land a **good** thing or a **bad** thing ?

21 : Is division of **work** a good thing or a bad thing ?

P1 : What are the **(twelve)** divisions of a **(year)**.

S : Twelve : four, seven, twenty-four, sixty sixty.
Year : month, week, day, hour, minute.

2 : What are the(**eight**) divisions of a **(mile)** ?

S : Eight : two hundred and twenty, three, twelve.
Mile : furlong, yard, foot.

3 : Is a **(regiment)** the **smallest** division of an army ?

S : Regiment : company, platoon, etc.

M1 : Make A Division

A : I've number of pencils here. I will give them **out**. One for **you . . .** One for **you** . . . One for **you** [*Making a division*] : What am I **doing** with the pencils ?

B : You're making a **division** of the pencils.

2 : In The First Division

A : What **marks** did you get in the first English test ?

B : **(Seventy-five)**.

A : You were in the **(first)** division then ?

B : **Yes,** I was in the **first** division.

A : What was your position in **class** ?

B : I came **third** in the list.

A : Are you **happy** to be learning English ?

B : Yes, **very** happy. When I go **back** I will be in a better **position** to do something for my **village.**

Seatwork (Units 92-95)

A. *Put the right word from this list in the spaces* : waste, fertile, land, produce, position, division.

1. What sort of.................do we get from the Punjab ?
2. When a land gives much produce we say that it is..
3. When we do not make good use of our time we are..our time.
4. A month is one of the twelve.....................of a year.
5. Say where the building is ; give me the.................... of the building.

B. *Put the right word in the spaces* :

1. He is...............................a division of the property.
2. It is a waste...good food.
3. Cow-dung will....................your land more fertile.
4. I am making a division of the money.................... four parts.
5. We are not able to......................any produce from the land.
6. ....the flower a smell.
7. I..a walk every morning.
8. He......................a run up and down the parade ground every day.

C. *Give answers to these questions* :

1. Where do we put waste-paper ?
   ....
2. What name do we give to land which is of no use to anyone ?
   ....
3. Are you wasting your money when you get ornaments and not quinine ?
   ....
4. What do most farmers do with cow-dung ?
   ....
5. How much wheat do we get from an acre of land in India ?
   ....
6. How much wheat do they get from an acre of land in England ?
   ....
7. How may we make our land more fertile ?
   ....
8. Put down the names of three good fertilizers.
   ....
9. How does an English farmer keep his land fertile ?
   ....

Unit 96

news, had



96

Bombay,
25-11-1944

My dear mother,

I am writing this letter at **night**. It is past **ten.** Most of my friends are getting ready to go to **bed.** I am writing this letter at night because there was no **time** to do any writing **yesterday** or **today.** This morning I went to see a **friend** who was **ill** and I was with him all **day.**

I am going to give you some **news** in this letter. I am going to give you very **good** news. My company commander says that they are going to make me a **havildar.** I was very **happy** to get this news from my company commander. And I am giving **you** this news because it will make **you** very happy. My company commander says that I did very well in **all** the tests. In **English** I did better than **most** of the others. My marks were **sixty** out of one **hundred.**

A **second** bit of news is that after a month they are going to send me to **Calcutta.** But this is not **good** news for me because Calcutta is much **warmer** than Bombay in the **summer** and much **colder** than Bombay in the **winter.** Bombay is a very **beautiful** place and I am very **happy** here. I have a great number of **friends** here who are very **good** to me. So the **second** bit of news is not as good as the **first** bit of news.

I am now going to say something about what I **do** here every day. Now, let me see, what did I do **yesterday**? Yesterday I was up at **six** in the morning. First I had a **shave** and a **wash.** After my wash I had **tea.** That was at half past **six.** **With** my tea I had bread and butter.

After **tea** there was a **parade** till ten o'clock. After parade I had my **meal.** **For** my meal I had **soup** and **chapatis.** After my meal I went to **school,** where I did **map-reading** and **mathematics.**

I was back from school **at one** o'clock. Then I had **another** wash. After my wash I had a long **rest,** till **four** o'clock. At half past **four** I went to the hockey field and had a game of **hockey.** That went on till half past **five.** After hockey I had a long **talk** with my **friends.**

I was back again at the barracks at **seven.** Then I had my **bath.** I did not have a **warm** water bath; I had a **cold** water bath. At half past **seven** I had my **night** meal. I did not have **meat** or **fish** for my night meal; I had **rice** and **chapatis.**

After my **night** meal I had a game of **table tennis** in the 'recreation room' and did some **more** reading and writing till '**roll-call.**' Then I did some 'cleaning up' for today's **parade** and at 'lights out' I went to **bed.**

That is what I did **yesterday,** and that is more or less what I do as a rule **every** day.

In a way I am much happier in the **Army** than I was on the **farm.** The **food** wasn't very **good** when I was there. Now I have **eggs, fish,** and sometimes **fruit.** I had no clean **clothing** when I was in the village. Now I have six **shirts** and six pairs of **shorts.** **Then** I had no interest in **books** or **reading** or **writing.** **Now** I take **great** pleasure in **books** and **reading** and **writing.**

There is still **another** way in which I am a better man **now** than **before.** There is an instructor here who is teaching us **wood-work.** I am taking much **interest** in wood-work, and I have a feeling that I will be very **good** at wood-work by the time I go away from **here.** It seems to me that when I come back at the end of the **war** I will be **healthier, stronger** and well able to take care of **myself.**

So you see I am doing **well.** Please send me **letters** from time to time and give me all the **news** of the place.

Your son,
Keshaw

C: When we are talking about the present we say *have*; when we are talking about the future we say *will have.* When we are talking about the past we say *had.*

1: To **whom** is Ganpat writing this letter?
2: What's the **time**?
3: What are most of his **friends** doing?
4: Why is he writing the letter at **night**?
5: Where did Ganpat go this **morning**?
6: How long was Ganpat **with** his friend?
7: Is Ganpat giving any **news** in this letter?
8: **What** news is he giving?
9: To **whom** is he giving the news?
10: Was Ganpat very **happy** to get the news?
11: Will the news make his **mother** happy?
12: Did Ganpat do **well** in his tests?
13: How did he do in **English**?
14: What was his **mark**?

15 : What's the **second** bit of news ?

16 : Why is this **not** very good news ?

17 : Why is Ganpat happy in **Bombay** ?

18 : At what time was Ganpat up **yesterday** ?

19 : Did he have a **shave** ?

20 : Did he have a **wash** ?

21 : At what time did he have his **tea** ?

22 : What did he have **with** his tea ?

23 : What was there **after** tea ?

24 : Did Ganpat have his meal **before** the parade or **after** the parade ?

25 : What did he **have** for his meal ?

26 : Where did he go **after** his meal ?

27 : What did he **do** at school ?

28 : At what time was he **back** from school ?

29 : What did he do **then** ?

30 : Till what time did he have a **rest** ?

31 : Where did he go at half past **four** ?

32 : Why did he go to the **hockey**-field ?

33 : How **long** did that go on ?

34 : Where did he go **after** his game of hockey ?

35 : At what time was he back again at the **barracks** ?

36 : Did he have a **bath** ?

37 : Did he have a **warm** water bath ?

38 : When did he have his **night** meal ?

39 : Did he have **meat** and **fish** for his night meal ?

40 : What did he do **after** his night meal ?

41 : What did he do after **that** ?

42 : When did he go to **bed** ?

43 : Is Ganpat as happy in the **Army** as he was on the **farm** ?

44 : Why is Ganpat **happier** in the **Army** ? (Three answers).

45 : What's the **other** thing in which Ganpat is taking much interest ?

46 : What sort of **feeling** has he about his wood-work ?

47 : Of what use will his Army service **be** to him ?

P1 : At what time did you have your (morning **tea**) yesterdy ?

S : Morning tea : mid-day meal, night meal.

2 : What did you have **(with)** your (morning tea) yesterday ?

S : Morning tea : mid-day meal, four o'clock tea, night meal.

3 : Where did you have your (morning tea) yesterday ?

S : Morning tea : mid-day meal, four o'clock tea, night meal.

4 : Did you have a **(walk)** yesterday ?

S : Walk : run, bath, parade, game of football, game of hockey, etc.

M1 : You Had A Pencil Yesterday

DAS : Please give me a **(pencil).**

SAMI : I **haven't** a pencil.

DAS : You had a pencil **yesterday.**

SAMI : It wasn't **my** pencil. I was using **(Khan's)** pencil.

Pencil : pen, writing-book, bag, stick, etc.

2 : I Had A Fall

KHAN : I see you have a **bandage** on your knee.

KARIM : **Yes,** I had a bad **fall** last **Sunday.**

KHAN : How did you come to have a **fall** ?

KARIM : I was walking on the **road** and, not looking where I was going, went into a **hole.**

KHAN : Is the wound giving you much **pain** ?

KARIM : Not **now.** But two days back I had **great** pain. And with the pain I had some **fever.**

KHAN : Did you have **high** fever ?

KARIM : **No,** not **very** high.

KHAN : How are you feeling **now** ?

KARIM : **Much** better.

KHAN : **Come** on then. Let's go to the **canteen** and have some **tea.**

S : A. *Put the right word in the spaces :*

1. I am......................you all the news in this letter.
2. Where did you..............................this news ?
3. The sergeant is going to......................us a talk on English farming.
4. What are you two talking..............................?
5. Go and......................a talk with the platoon commander. See what he says.

B. *Put the words in the brackets in the place of the words in sloping print and make other necessary changes :*

1. I have a game of hockey *every day.* (yesterday)
   ....
2. He has a bath *on Sundays.* (last Sunday)
   ....
3. You have chapatis for your meal *every night.* (yesterday night)
   ....
4. *Now* I have three pairs of shorts. (last year)
   ....
5. They have their tea at six *in the morning.* (yesterday morning)
   ....

Unit 97

bird, wing, feather, fowl



A. There is a **bird** on a branch of this tree in Giri Prasad's garden. It is a very **small** bird. At the **foot** of the tree there is a **cat.** The bird on the branch has a great **fear** of the cat which is at the foot of the tree. But the bird is not in **danger.** If the cat gets up the **tree** the bird will go off into the **air.** The bird will be **able** to go off into the air because it has **wings. Every** bird has **two** wings on its body, one on the **right** side and one on the **left.** The **cat** will not be able to go off into the air because a **cat** has **no** wings.

Cats go after birds. **Dogs** go after birds. **Snakes** go after birds. **Men** go after birds for **food.** A bird goes in fear of such animals as **cats** and **dogs.** But a bird has **no** fear of such animals as **monkeys** or **cows** or **sheep** or **goats** or **horses.**

A **bird** is another sort of **animal.** It is **different** from such animals as **dogs** and **cats.** It is different in **two** ways. A **bird** has only **two** legs, but **cats** and **dogs** have **four** legs. That is **one** way in which a bird is different from cats and dogs. A **bird** has **wings,** but **other** animals have **no** wings. That is the **second** way in which a bird is different from other animals.

B. This is **Ravi,** Giri Prasad's little **son.** He is only **nine** years old. He has a **bird** in his hand. The bird is **dead.** It is the bird which was on the **tree** some time back. He is taking a **feather** from one of the **wings** of the bird. Two or three feathers are on a table in **front** of him. He is going to take **all** the feathers from the wings of the bird. The feathers are of different **colours. Most** of the feathers are **white.** But among the **white** feathers there are one or two feathers which are **blue** and one or two feathers which are **yellow.** All the feathers are very **beautiful.** It is its **feathers** which make a bird beautiful.

Ravi is taking the feathers **off** the wings one after another. Ravi's **father,** Giri Prasad, is coming in. He was working in the **fields** all the morning and is now coming in to have a **rest.** Giri Prasad sees his **son** taking the feathers off the wings of the bird.

PRASAD: Why are you taking the **feathers** off the wings of that bird, **Ravi**?

RAVI: The feathers will be of great **use** to me, father.

PRASAD: But are you not giving the bird **pain**?

RAVI: **No,** father, the bird is **dead.**

PRASAD: Of what use will the feathers **be** to you?

RAVI: I am going to make a **pen** with one of the feathers.

PRASAD: What are you going to do with the **other** feathers?

RAVI: Among the **white** feathers there are two **blue** feathers. I am going to put them in my **cap.**

PRASAD: What **for**?

RAVI: They will make the cap more **beautiful.**

PRASAD: **Will** they, Ravi? Not **one** of your friends has a cap with **feathers** in it.

RAVI: They **have. Arvind** has a cap with feathers in it.

PRASAD: Why doesn't he put it **on** then?

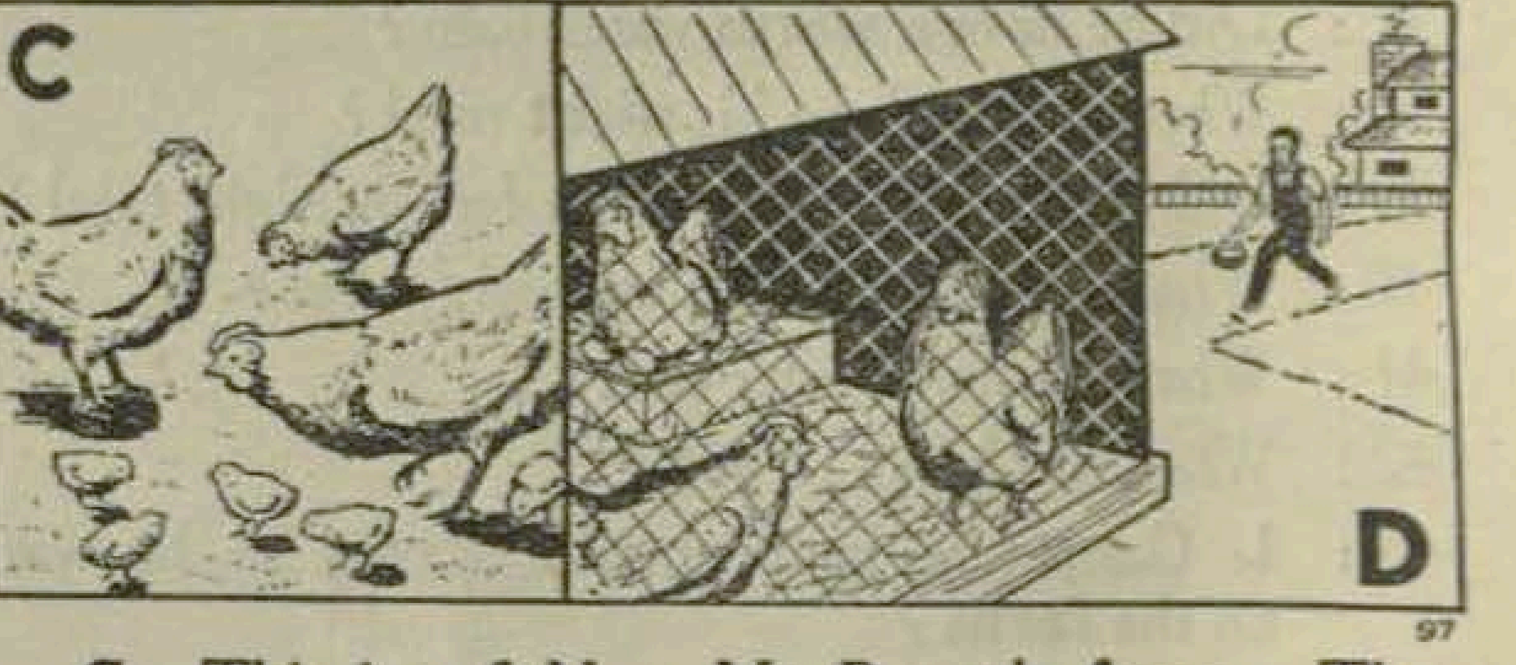
RAVI: Because it's **old** and **dirty.**

PRASAD: You're going to make a **pen** out of **one** of the feathers. You're going to put **two** of the feathers in your **cap.** What are you going to do with the **rest** of the feathers?

RAVI: I'm going to put them in my **cushion.**

PRASAD: **Why**?

RAVI: Because the feathers will make the cushion very **soft** . . . . A cushion with **feathers** in it is **softer** than a cushion with **cotton** in it.



C. This is a field on Mr. Brown's **farm.** There are three **fowls** in the field. With the three fowls are a number of **young** fowls. The colour of the **older** fowls is **brown** and the colour of the **younger** fowls is **white.** Mr. Brown has a **great** number of fowls on his farm.

A fowl is a sort of **bird.** Like a bird it has two **legs.** Like a bird it has two **wings.** Like a bird it is able to go up in the **air.** But a fowl is not able to go up very **high** in the air, and it is not able to keep **up** in the air for a **long** time.

Fowls are of very great **use** to us. We get our **eggs** from fowls. Fowls are a very good **food.**

D. This is a **fowl-house** on Mr. Brown's farm. It is a very **small** house. The **walls** and the **roof** of the house are of **wood.** There is dry **grass** on the floor of the house. In the house are **three** fowls. **One** of the three fowls is **resting** on a number of **eggs.** The fowl is keeping the eggs **warm.** After a time

baby fowls will come from these eggs. Mr. Brown is coming to take away the **rest** of the eggs in the fowl-house. Later he will send them to **market** and get **money** for them.

A1 : What's on a branch of the **tree** ?
2 : What **sort** of bird is it ?
3 : What's at the **foot** of the tree ?
4 : Has the bird a **fear** of the cat ?
5 : Is the bird **safe** or is it in **danger** ?
6 : Why is the bird **safe** ?
7 : Why will the bird be able to go off into the **air** ?
8 : Has a bird **one** wing or **two** wings on its body ?
9 : Are the wings on the **right** or on the **left** side of its body ?
10 : Why won't the **cat** be able to go off into the air ?
11 : What animals go after **birds** ?
12 : Why do **men** go after birds ?
13 : What sort of animals do birds go in **fear** of ?
14 : What sort of animals have they **no** fear of ?

B1 : Who is **Ravi** ?
2 : How **old** is he ?
3 : What has Ravi in his **hand** ?
4 : What's he taking from one of the **wings** of the bird ?
5 : Is he giving the bird **pain** ? Why **not** ?
6 : What are on the **table** ?
7 : Is he going to take **all** the feathers from the wings of the bird ?
8 : Are all the feathers of the **same** colour or are they of **different** colours ?
9 : Are the feathers **white** or **blue** or **yellow** ?
10 : Are the feathers **beautiful** ?
11 : What makes a bird **beautiful** ?
12 : **How** is Ravi taking the feathers off the bird ?
13 : Who is coming **in** ?
14 : Why is he coming in **now** ?
15 : What does he **see** ?
16 : Why is Ravi taking the **feathers** off the wings ?
17 : Why does he say that he is not giving the bird any **pain** ?
18 : What's he going to make with **one** of the feathers ?
19 : Which of the feathers is he going to put in his **cap** ?
20 : Which of Ravi's **friends** has a cap with feathers in it ?
21 : What's he going to do with the **rest** of the feathers ?
22 : Which is **softer,** a cushion with **feathers** in it or a cushion with **cotton** in it ?

C1 : What's **this** ?
2 : What's the number of **fowls** in the field ?
3 : Are the older fowls **brown** or **white** ?
4 : Are the **younger** fowls **brown** or **white** ?
5 : Has Mr. Brown a **great** number of fowls on his farm ?
6 : What's a fowl a **sort** of ?
7 : Why do you say that a fowl is a sort of **bird** ?
8 : Is a fowl able to go up very **high** in the air ?
9 : Is it able to keep up in the air for **long** ?
10 : In what way are fowls of **use** to us ?

D1 : What's **this** ?
2 : Are the walls of **earth** ?
3 : What's the number of **fowls** in the house ?
4 : What's one of the three fowls **doing** ?
5 : **Why** is the fowl resting on the eggs ?
6 : What will come **from** the eggs in a short time ?
7 : What is Mr. Brown **coming** for ?
8 : Where will he **send** the eggs ?

P1 : Has a bird a fear of **(cats)** ?
S : Cats : dogs, snakes, men.

2 : Do **(cats)** go after birds ?
S : Cats : dogs, snakes, cows, sheep, goats, horses, monkeys.

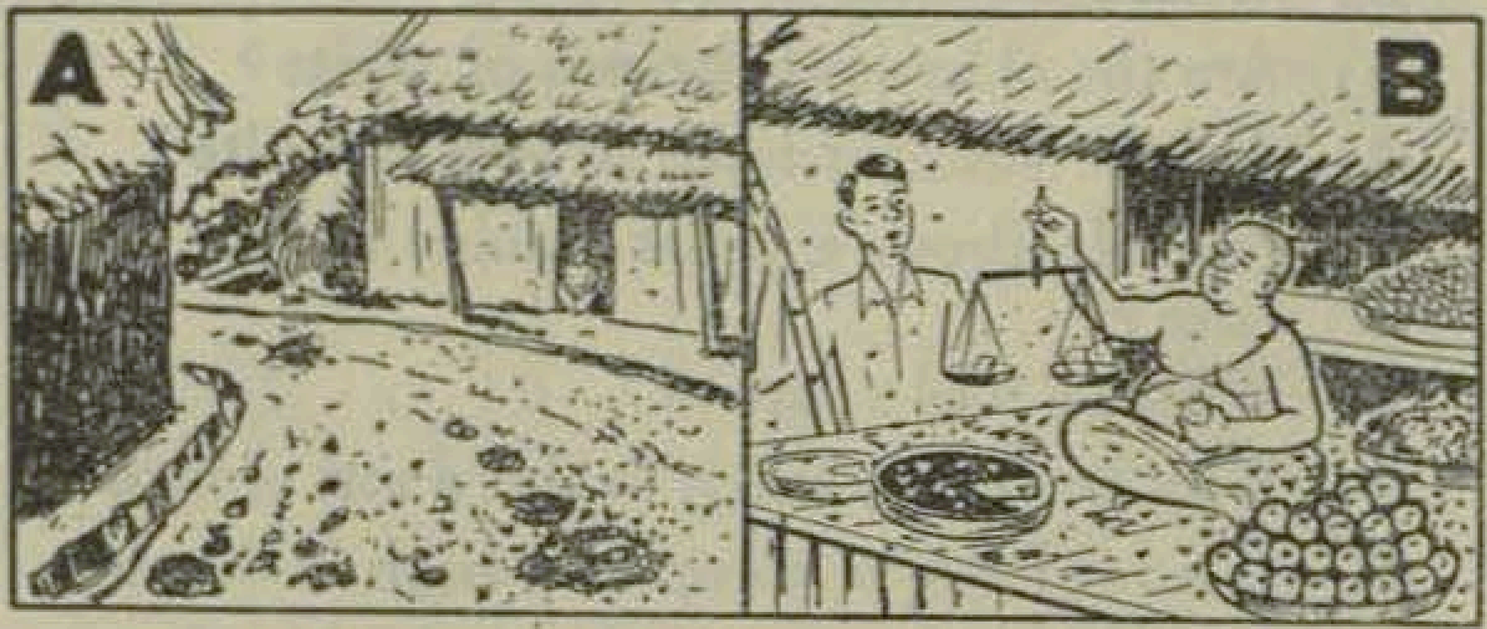
3 : Has a (cat) **wings** ?
S : Cat : dog, snake, cow, sheep, goat, horse, monkey.

M : It Is A Fowl

A : It's a sort of **animal . . .** What **is it** ?
B : Has it sharp **teeth** ?
A : **No, it hasn't.**
B : Then it isn't a **dog.** A dog **has** sharp teeth. Has it a long narrow **tail** ?
A : **No,** it **hasn't** a long narrow tail.
B : Then it isn't a **monkey.** Monkeys **have** long narrow tails. Has it **horns** ?
A : **No,** it hasn't any **horns.**
B : Then it isn't a **sheep** or a **goat.** Is the front of its mouth **long, narrow** and **hard** with a **point** at the end ?
A : **Yes.**
B : Then it's a sort of **bird.** Where does it keep its **young** ones, on the branch of a **tree** or on the **earth** ?
A : It keeps its young ones on the **earth.**
B : Then it's a **fowl.**
A : **Yes,** it **is** a fowl.

Unit 98

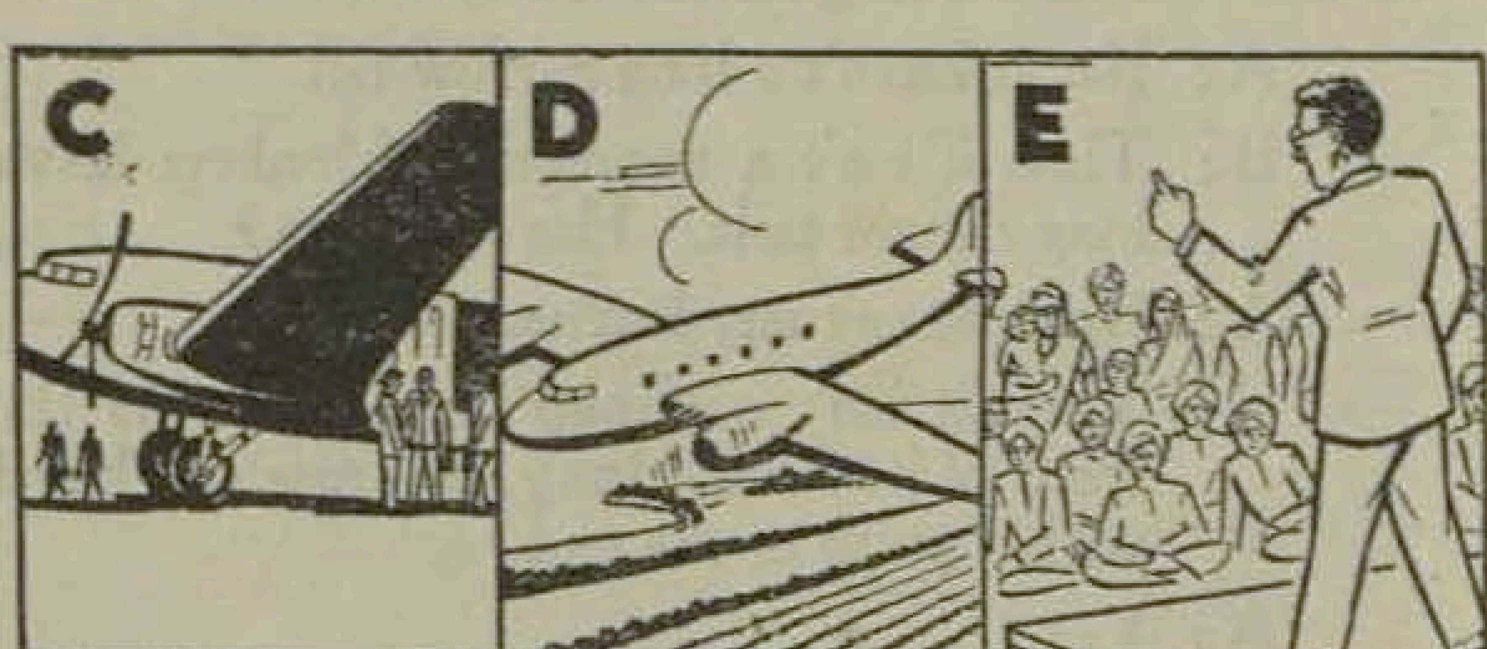
fly, flight



A. There are bits of **cow-dung** and **horse-dung** here and there all the way up this dirty little village **street.** All over the cow-dung and the horse-dung are a great number of **insects.** They are **flies.**

A **fly** is a sort of **insect.** It has **two wings** and **six sticky legs.** It goes from one place to another looking for **food.** First it may come down on a bit of cow-dung in the street and have some of **that.** Then it may come into your **house,** with little bits of dung still hanging on its sticky **legs,** and get into your **milk** or on the **sugar.** When you have a drink of the **milk,** or some tea with the **sugar** in it, some of the dung will go down your **throat** and into your **stomach.** Then you will get **ill.** Keep your streets **clean,** keep **covers** over your **food,** and you will **not** get ill.

B. This is the village **store.** In **front** there are boxes of *laddus* and *halva.* But there are no **covers** over the sweets to keep the **flies** off. The flies on the *halva* and the *laddus* are having a good **meal** and at the same time they are making the *halva* and *laddus* **dirty.** Whoever **has** one of these *laddus* or a bit of this *halva* may get **ill.** That is the **danger.** The flies which are in the air keep flying from the **cow-dung** in the **street** to the **sweets** in the **store** and from the **sweets** in the **store** to the **cow-dung** in the **street.**



C. This is an airfield in **Calcutta.** There is an **airplane** on the 'runway.' Near the **wings** of the airplane are a number of **doctors.** They are getting **ready** to go to the **village.** **Why** ?

Six hours back there was a **message** from the village. **This** was the message: "More than **half** the persons here are **ill.** Some have *typhoid,* others have *cholera,* and still others have *small-pox.* A great number of persons are **dead.** There is not enough **medicine** here. There are not enough **doctors.** Please send us medicine and doctors **quickly.** Everyone in the village is in great **danger.**"

It is **ten** o'clock now. The airplane will take off from the airfield at a quarter **past** ten. Some of the doctors are getting **into** the airplane. The Government are sending the doctors and medicine by **airplane** because that is the quickest way of sending **help.** The airplane will get to the village in less than an **hour.**

D. The airplane is now flying in the **air.** It is in **flight.** It is flying at **two hundred miles** an hour. It is flying very **quickly.** But after a time it will go more **slowly,** and then it will come down on a **field** near the **village.**

E. This is a picture of the **field.** There are a great number of **villagers** in the field. There is no typhoid or cholera or small-pox in the village **now,** and the men are more **happy.** At **one** end of the field there is a **stage.** The man on the stage is a **doctor.** He is giving a **talk** to those in front of him. He is talking about **flies.** This is what he is **saying** to the men.

"I am going to give you a talk on **flies.** It will be a very **short** talk. Please give **attention** to what I am going to say. Flies are a great **danger** to men. They make your food **dirty.** The dirty **food** makes you **ill.** And so you get typhoid or cholera or small-pox. There are **four** things to do to keep yourselves safe from typhoid or cholera or small-pox. **First,** keep your village **clean** at all times. **Second,** put **covers** over your food. Do not let the flies make your food **dirty.** **Third,** put up a **net** when you go to bed. Do not let the flies come **near** you when you are in bed. And **fourth,** when there is danger of typhoid or cholera or small-pox go to a doctor **quickly** for vaccination or inoculation. He will put some **medicine** into your blood with a long sharp needle. This medicine will keep you **safe** from typhoid or cholera or small-pox. I say to **you:** Do these four things and you will have no **fear** of typhoid or cholera or small-pox. This is the end of my **talk.** Thank you for giving me your **attention.**"

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *flight.*

A1: What do you **see** in this dirty little village street ?

2: What are all **over** the cow-dung and the horse-dung ?

3: What sort of insects **are** they ?

4: Has a fly **four** wings ?

5: Has a fly ten **legs** ?

6 : What does it **do** ?

7 : How does it put cow-dung into your **milk** and **sugar** ?

8 : How does the dung get into your **stomach** ?

9 : What will it **do** to you if it gets into your **stomach** ?

B1 : What is **this** ?

2 : What are in **front** ?

3 : Is there a **cover** over the sweets ?

4 : What are the flies on the *laddus* and the *halva* **doing** ?

5 : What's the **danger** in this ?

6 : What do the flies which are in the **air** keep doing ?

C1 : What's **this** ?

2 : What's on the '**runway**' ?

3 : Who are near the **wings** of the airplane ?

4 : Where are they getting ready to **go** ?

5 : Why are they going to the **village** ?

6 : What **was** the message ?

7 : What's the time **now** ?

8 : When will the airplane take **off** ?

9 : Why is the Government sending doctors and medicine by **airplane** ?

10 : When will the airplane get to the **village** ?

D1 : Where's the **airplane** ?

2 : Is it in **flight** ?

3 : How quickly is it **flying** ?

4 : Where will it come **down** when it gets to the village ?

E1 : What's **this** ?

2 : Who are **in** the field ?

3 : Is there any cholera or small-pox or typhoid in the village **now** ?

4 : What's at **one** end of the field ?

5 : Who is the man on the **stage** ?

6 : What's he **doing** ?

7 : What's he **talking** about ?

8 : What is he **saying** about them ?

9 : Why are flies a great **danger** to men ?

10 : What is the **first** thing to do to keep yourselves healthy ?

11 : What's the **second** thing ?

12 : What's the **third** thing ?

13 : What's the **fourth** thing ?

M : A Flight Over The Town

GOVINDA [*on road*] : **Hullo,** Arvind !

ARVIND : **Hullo !** .. What's the **news** ?

GOVINDA : There's an **airplane** at the **airfield** and the 'pilot' is ready to take some of us for a flight over the town for **five rupees.**

ARVIND : I **see !** .. Are **you** going to have a flight in the airplane ?

GOVINDA : **Yes.** I'm on my way to the air-field **now.** Will you come **with** me ?

ARVIND : **All** right ! Let's have a flight **together** .. Will this be your **first** flight in an airplane ?

GOVINDA : **No,** this will be my **second** flight in an airplane. I had a flight last **year...** **Here** we are ! **That's** the airplane and **there's** the pilot. He's coming **here.**

PILOT : Going **up** ?

GOVINDA : **Yes,** please.

PILOT : **Come** on then. [*While they are walking up to the airplane*] : This is the '**runway.**' The airplane will go forward about three quarters of a mile on the **runway** before it goes up into the **air** .. And that's the '**hangar.**' That's where we **keep** the airplanes. **Get** in.

GOVINDA : **Thank** you !

ARVIND : I've a great **fear** of going up.

PILOT : There's **no** fear ; **I'll** take you safely over the town and back.

ARVIND : **All** right.

PILOT : Now we're taking **off.** [*The airplane goes up*] : Don't put your heads out of the **window** while the airplane is in **flight.**

ARVIND : Take **care !** We're going into that **tree ...**

PILOT : There's **no** fear of a smash. I'll get you back safely to the airfield after the **flight** ... [*Five minutes later*] : **Here** we are, back again on the **airfield.**

ARVIND : **Thank** you !... That was my **first** flight in an airplane.

GOVINDA : It wasn't **my** first flight. I had a flight last **year** .. **Thank** you ! My friend **Arvind** says **he's** going to be a pilot when he's a man.

PILOT : **Oh ? Why ?**

GOVINDA : He says they all have such beautiful **uniforms.**

PILOT : **Well,** he'll see that an airman has **harder** things to do than dressing **up.** **Well,** time to be **off** now. **Good-bye.**

BOYS [*together*] : **Good-bye,** sir.

Unit 99

wheel, cart



A. Giri Prasad gets **water** up from his **well** with the help of a **machine,** to which we give the name **Persian wheel.** He never makes his **men** get the water up, because it is very hard **work** for them. You are able to get the water up much more **quickly** if you have a **Persian** wheel. It is not very **hard** to make a Persian wheel and put it up on the **farm.**

In the picture you see the three **wheels** and the **bullock.** The wheel which is over the **well** has a number of **buckets** on it. The pulling of the **board** by the **bullock** makes the buckets go **up** and **down.** At the **other** end of the board there are **two more** wheels.

B. This is a picture of the **cart** in which Giri Prasad takes his produce to the **market.** Giri Prasad is working on one of the **wheels** of the cart. The cart has **two** wheels, a **right** wheel and a **left** wheel. **Some** carts have **four** wheels, **two** wheels in **front** and **two** wheels at the **back.**

The **right** wheel of Giri Prasad's cart is all right. But there is something wrong with the **left** wheel ; and Giri Prasad is making a **join** in it. He has a **hammer** in his **right** hand and some **screws** and **nails** in a box by his **side.** The damage to the wheel is not **very** great. But the crack **may** get worse and there **may** be a smash. So Giri Prasad is making the cart **quite** safe.

Yesterday Giri Prasad's bullock had a **fall** on the way **back** from town. But it did not have a very **bad** fall, and the bullock is all right **today.** After making the join in the **wheel** Giri Prasad will give the bullock a **rub-down.** It is a very **good** bullock. It takes the cart to town **every** day and it has no fear of **cars** or **buses.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *wheel* AND *cart.*

A1 : How does Giri Prasad get the **water** up from his **well** ?

2 : Why does he never make his **men** get the water up ?

3 : Why is a Persian wheel a **good** thing to have ?

4 : Is it **hard** to make a Persian wheel ?

5 : Is it hard to put it up on a **farm** ?

6 : What do you see in the **picture** ?

7 : What are there on the wheel which is over the **well** ?

8 : Why are the bullocks pulling the **board** ?

9 : What's at the **other** end of the board ?

B1 : How does Giri Prasad take his produce to the **market** ?

2 : What's Giri Prasad **working** on ?

3 : Has the cart **two** wheels or **four** wheels ?

4 : Have **all** carts two wheels ?

5 : Which of the two wheels is all **right** ?

6 : Which of the two wheels has something **wrong** with it ?

7 : What's Giri Prasad **doing** to the left wheel ?

8 : What has he in his **right** hand ?

9 : Where are the **screws** and **nails** ?

10 : What's **wrong** with the wheel ?

11 : Why is Giri Prasad putting it **right** ?

12 : What's Giri Prasad **doing** to the cart ?

13 : When did the bullock have a **fall** ?

14 : Did it have a **bad** fall ?

15 : How is the bullock **today** ?

16 : What will Giri Prasad do after making the **join** ?

17 : Is it a **good** bullock for taking the cart to town ?

18 : **Why** is it good for this work ?

P1 : What's **(this)** a wheel of ?

N : Point to wheel of cart, car, bus, tank, airplane, bicycle, rickshaw (pictures).

2 : What sort of animal do you see pulling a cart in **Sind** ?

N : Sind : the Punjab, etc.

S : *Put down the questions to which these are the answers :*

1. ....
The bullock had a fall yesterday.

2. ....
Yes, it had a bad fall.

3. ....
He went to the market in the morning.

4. ....
No, he did not do any ploughing yesterday.

5. ....
He went out to get some seeds.

Seatwork (Units 97-99)

A. *Put the right word from this list in the spaces:* bird, fowl, wing, feather, fly, flight, cart, wheel.

1. An airplane has two..........
2. A..........has wings but it is not able to go up very high in the air.
3. This will be my first..........in an airplane.
4. ....make their houses in trees.
5. A..........has two wings and six legs.
6. Here is a..........from the wing of a bird.
7. He takes his produce to the market in a..........
8. His cart has only two..........
9. The airplane was..........at three hundred miles an hour.

B. *Here are the answers. Put down the questions to which they are the answers:*

1. ....
   Yes, birds have a fear of cats.
2. ....
   The bird will be able to go off into the air because it has wings.
3. ....
   He is taking the feathers from the wings.
4. ....
   A cushion with feathers in it is softer than a cushion with cotton in it.
5. ....
   There are six fowls in the field.
6. ....
   He is coming for the eggs.
7. ....
   He will send the eggs to the market.
8. ....
   The airplane will take off at four.
9. ....
   He is talking about flies.
10. ....
    The right wheel is all right.

C. *Give the answers to these questions:*

1. Has a bird one wing or two wings on its body?
   ....
2. Why do men go after birds?
   ....
3. How is a bird different from such animals as cats and dogs?
   ....
4. What makes a bird beautiful?
   ....
5. In what way are fowls of use to us?
   ....
6. Why are flies a great danger to men?
   ....
7. What are the four things to do to keep yourselves healthy?
   ....
   ....
   ....
8. Why is a Persian wheel a good thing to have?
   ....
9. Is it hard to make a Persian wheel?
   ....
10. Is it hard to put it up on a farm?
    ....

D. *Put these statements differently by using the -ing form of the words in sloping print:*

1. I am going to do some work in the *garden.*
   ....
2. He is putting *water* on the plants.
   ....
3. The man is giving the flower a *smell.*
   ....
4. Ram Singh is having a *run.*
   ....
5. I was having a *walk* in the garden.
   ....

E. *Put the words in sloping print in the plural and make any other necessary changes:*

1. A *bird* has two wings on its body.
   ....
2. A *fly* is a sort of insect.
   ....
3. Is there a *fowl* in that fowl-house?
   ....
4. This *feather* is very beautiful.
   ....
5. A *snake* goes after birds.
   ....

F. *Put these statements in the negative:*

1. He went to the market in his cart.
   ....
2. I had a flight in an airplane last year.
   ....
3. The eggs did me good.
   ....
4. The flies were a danger.
   ....
5. He had a pain in the stomach.
   ....

Unit 100

got



A. This is Ganpat's father **Balu.** Balu is in a **railway train.** He is smoking a **'bidi.'** The train is going through very beautiful **country.** There are green fields on the **left** and green fields on the **right.** But Balu is not taking any **interest** in them. He is very **sad.**

Balu got a **letter** yesterday to say that his son was going to the **Middle East** in two or three days. "If you do not come and see me **now,** father, you may not be able to see me for another three **years.**"

The price of the ticket from Satara to Bombay is **four** rupees and **six** annas. Balu had only **two** rupees in his pocket. So he went to a friend to get some more **money.** He got **ten** rupees from his friend. Balu had no **box** to put his **clothing** in. So he went to **another** friend to get a **box.** He got a very **good** box from this second friend. Balu was able to get **help** from his friends because he is a **good** man. All his friends were very **sad** when they got the news that Ganpat was going to the **Middle East.**

It is **six** o'clock now. Balu will not get to **Bombay** before six tomorrow **morning.** The train is going very **quickly.** But to **Balu** it seems to be going very **slowly.**

B. Balu and Ganpat are having tea in a **cafe.** There is a mark of an old **wound** on Ganpat's face. Ganpat **got** the wound while he was fighting against the Japanese in **Burma.** Balu is **pointing** to the mark on Ganpat's face and Ganpat is saying **how** he got the wound.

BALU : When did you **go** to Burma ?

GANPAT : We went to Burma about four months **back.**

BALU : Where did you get the **wound** ?

GANPAT : I got it at **Imphal.**

BALU : **When** did you get it ?

GANPAT : I got it a **month** back.

BALU : Did you get **fever** ?

GANPAT : **Yes,** I got **fever** three days after I got the **wound.**

BALU : Was there much **pain** ?

GANPAT : **Yes,** at **first** there was much pain. But the doctor got me some medicine from **Calcutta.** It was a very **good** medicine. In less than a **week** I was feeling **much** better . . . But **father,** you had no **money.** How did you get enough money to get a ticket to **Bombay** ?

BALU : I got the money from a **friend.**

GANPAT : From which of your friends did you **get** the money ?

BALU : I got the money from **Pandurang.**

GANPAT : Did he have **enough** money with him ?

BALU : **Yes,** he had more than **twenty rupees.**

GANPAT : How much money did you **get** from him ?

BALU : I got **ten** rupees.

GANPAT : Tomorrow I will send him a letter of **thanks** and when I come back from the Middle East I will give the money **back** to him.

C : When we are talking about the present we say *get.* When we are talking about the future we say *will get.* When we are talking about the past we say *got.*

A1 : Who is **this** ?
2 : Where's **Balu** ?
3 : What's he **smoking** ?
4 : What sort of **country** is the train going through ?
5 : Is Balu **happy** or **sad** ?
6 : What did Balu **get** from his son yesterday ?
7 : Where is Ganpat **going** ?
8 : What's the price of a ticket from **Satara** to **Bombay** ?
9 : How much **money** did Balu have with him ?
10 : Where did Balu go to get **more** money ?
11 : How much money did he **get** from his friend ?
12 : Did Balu have a **box** with him ?
13 : Where did he go to **get** a box ?
14 : Did he **get** a box from his second friend ?
15 : Why was Balu **able** to get help from his friends ?
16 : Were his friends **happy** when they got the news that Ganpat was going to the Middle East ?
17 : What's the time **now** ?
18 : When will Balu get to **Bombay** ?
19 : How is the train **going** ?

B1 : Where are **Balu** and **Ganpat** ?
2 : What's on Ganpat's **face** ?
3 : Where did Ganpat **get** the wound ?

4 : What's Balu **pointing** to ?
5 : What's Ganpat **saying** ?
6 : When did Ganpat go to **Burma** ?
7 : Where did he **get** the wound ?
8 : **When** did he get the wound ?
9 : Did he get **fever** ?
10 : Was there much **pain** ?
11 : Where did the doctor get the **medicine** from ?
12 : Was the medicine **good** or **bad** ?
13 : Why do you say that the medicine was **good** ?
14 : When will Ganpat give the money back to **Pandurang** ?

P1 : Where did you get your **(pencil)** ?
S : Pencil : reading book, writing-book, bag, stick, shoes, boots, shirt, dhoti, hat, cap, shorts, trousers, socks, stockings, kit-bag, rifle, etc.

2 : **When** did you get your (pencil) ?
S : Pencil : reading book, kit-bag, etc.

3 : I got some **(soap)** from the canteen yesterday. Did **you** get any soap from the canteen yesterday ?
S : Soap : butter, paper, ink, curtain-cloth, face-powder, tooth-paste, cigarettes, cigars, candles, stamps, etc.

M1 : I Got Up At Six

A : When do you get **up** as a rule ?
B : I get up at **six** as a rule.
A : When did you get up this **morning** ?
B : I got up at a quarter **past** six this morning.

2 : I Got Tired Quickly

ALI [*pointing*] : May I have that **book** today ?
KARIM : **No,** I'm still **reading** it . . . I got tired **very** quickly last night. I wasn't able to get to the **end** of it. I'll let you have it **tomorrow.**
ALI : **Thank** you !

3 : Got Up By The Pipe

FRIEND [*pointing*] : Where's **Krishna** going ?
RAM : He's going to see a **police** officer. Last night a thief got into his house while Krishna was **away.**
FRIEND : How did the thief get **into** the house ?
RAM : He got up the wall by a **drain-pipe,** got the glass of a window broken with a **stone** and got into the house through the **window.**
FRIEND : Will the police be able to **get** the thief ?
RAM : They **may** or they may **not.** But they will make an **attempt** to get him.

Seatwork

A. *Put the words in the brackets in the place of the words in sloping print :*

1. I will get a watch from my friend *tomorrow* (an hour back)
2. They are going to get married *this month.* (last month)
3. He gets up at six *every day.* (yesterday)
4. We will get the money *tonight.* (last night)
5. Where does he get his milk from *every day* ? (yesterday)
6. We will not get any help from our instructor *tomorrow.* (last Sunday)

B. *Here are the answers. Put down the questions to which they are the answers :*

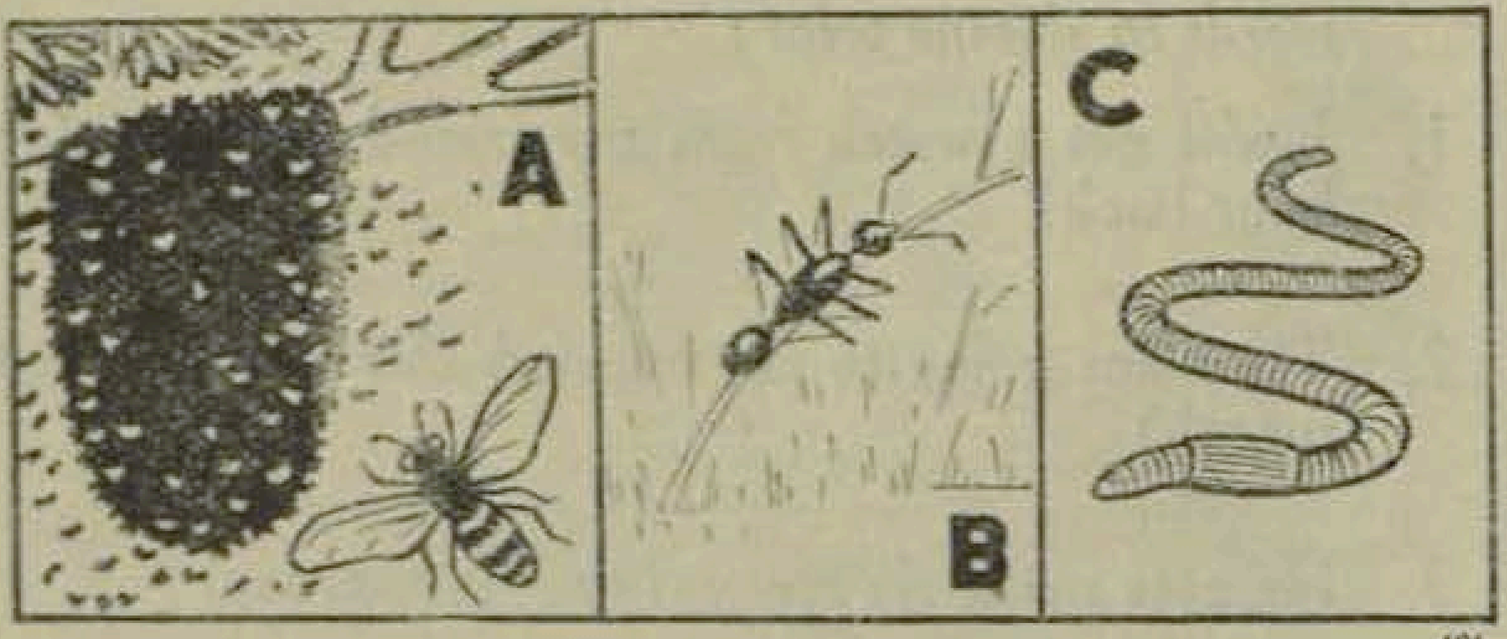
1. ....
   I got this stick from a store.
2. ....
   We got to the station at seven o'clock.
3. ....
   He got the lock open with a knife.
4. ....
   I got the blades from the canteen because the canteen has very good blades.
5. ....
   No, we did not get any fish with our meal yesterday.
6. ....
   Yes, we got ten cigarettes this morning.

C. *Give answers to these questions :*

1. At what time did you get up this morning ?
2. Where did you have your tea ?
3. Did you go on parade this morning ?
4. Did you do any map-reading this morning ?
5. Did you get any letters from your family last Sunday ?
6. Where did you get your pencil from ?

Unit 101

bee, ant, worm, silk



A. This is not a **fly** or a **mosquito** ; it is **another** sort of insect. It is a **bee.** Like a **fly** a bee has **wings.** But a **bee** has **four** wings ; a **fly** has only **two** wings. The food of bees is '**honey**'. Honey has a very **sweet** taste. Bees get their honey from **flowers.** They do very hard-**work. No animal, bird** or **insect** is as hard-working as a **bee.** The bees **keep** their honey in their small **houses.** We give such houses the name **bee-house,** or '**bee-hive**'. There is a **bee-hive** in the **picture.** The bee-hive is hanging from a branch of a **tree.**

A bee gets **angry** very quickly. When it is **angry** it may give you a **bite.** There is **poison** in the bite of a bee. A great number of persons have a **fear** of bees because there is poison in their bite. If they see a bee-hive near they put a **flame** to it. In a minute the bee-hive is on **fire** and all the bees may be **dead.** This is **not** a good thing to do because honey is a good **food.** It is a **waste** of good **food.**

Farmers all over **India** keep bees. They **keep** bees for the **honey** which the bees make. They go to the bee-hive when the bees are **away** and take **most** of the honey **out** of the bee-hive. Then they put the bee-hive back in its **place.** In this way they make very good **use** of bees.

B. This is still **another** sort of insect. It is an **ant.** An ant has **no** wings. Ants are of different **colours.** There are **white** ants, **black** ants, **brown** ants and **red** ants. Ants are not like **bees;** they are of no **help** or **use** to men. They are more of a **danger** than a **help.**

Ants make their houses in holes in the **earth.** When there is a smell of **sugar** or any other **sweet** food the ants come **out** of their holes. Sometimes we may see long **lines** of ants going up and down a **wall** or on the **floor.** When there are **white** ants about we take great care to see that they do not make **holes** in our **books** or **cloth** or **seats** or **tables.**

C. This is not a **bee** or an **ant** ; it is a **worm.** A worm is **long** and **narrow.** A worm has **no** wings and **no** legs. It goes from one place to another on its **stomach.**

Some worms are of great **use** to us. There is a sort of worm in our gardens which is of great use to **plants.** We give such worms the name **earth**-worm. When we do any **gardening** we take care to see that **earth**-worms are not cut up by the **spade.**

There is **another** sort of worm which is of much **greater** use to us than an **earth**-worm. It is a **silk**-worm. We get **cotton** from **cotton** plants ; we get **wool** from **sheep ;** but we get **silk** from **silk-worms.**

There are a number of places in India where they **keep** silk-worms. The food of silk-worms is the leaf of a **tree**—the **mulberry** tree. **India, China** and **Japan** all make silk. But **today,** because of the **war,** India is making **more** silk than China or Japan. After the war there **may** be a very good **market** for Indian silk in other countries.

A1 : What's **this** ?
2 : Has a bee **wings** ?
3 : Has a bee **two** wings or **four** wings ?
4 : Has a **fly** four wings ?
5 : What's the **food** of bees ?
6 : What sort of **taste** has honey ?
7 : Where do bees get honey **from** ?
8 : Is a bee **hard**-working ?
9 : Where do bees **keep** their honey ?
10 : What **name** do we give such bee-houses ?
11 : Where's the bee-hive in the picture **hanging** from ?
12 : Does a bee get **angry** very quickly ?
13 : What does a bee **do** when it is angry ?
14 : Why do most persons have a **fear** of bees ?
15 : What do they do if they see a **bee-hive** near ?
16 : Why is this not a **good** thing to do ?
17 : Why do farmers **keep** bees ?
18 : When do they go to the bee-hives to get the **honey** ?
19 : What do they do with the **bee-hive** ?

B1 : What's **this** ?
2 : Has an ant **wings** ?
3 : What's the **colour** of an ant ?
4 : Of what **use** are ants to us ?
5 : Where do ants make their **houses** ?
6 : When do they come **out** of their holes ?
7 : What do you see ants **doing** as a rule ?
8 : What do we do when there are **white** ants about ?

C1 : Is this a **bee** or an **ant** ?
2 : Has a worm **wings** ?
3 : Has a worm **legs** ?
4 : How does it go from **one** place to **another** ?
5 : What sort of worms are of great use to **plants** ?
6 : Where do we get **silk** from ?

7 : What's the **food** of silk-worms ?

8 : Which countries make **silk** ?

9 : Why is **India** making more silk to-day than **China** or **Japan** ?

10 : Will there be a good **market** for Indian silk in other countries after the **war** ?

P1 : Is this a (**bee**) ?

N : Point to fly, worm, bee, ant (pictures).

2 : Has a (fly) **wings** ?

S : Fly : bee, ant, worm.

3 : Is a (worm) of any **use** to us ?

S : Worm : ant, bee, fly.

M : **Bee-Keeping**

(*Khan comes across an old friend in his village*).

SALIM : **Hullo,** Khan !

KHAN : **Hullo,** Salim !

SALIM : You are on **leave** ?

KHAN : **Yes** . . . How are you all **doing** ?

SALIM : **Very** well, thank you.

KHAN : How is your **father** ?

SALIM : **Quite** well.

KHAN : Does he still keep **bees** ?

SALIM : He has only **one** bee-hive now. He says he is going to give **up** bee-keeping.

KHAN : Give up **bee-keeping** ? **Why** ?

SALIM : Because it is a waste of **time.**

KHAN : How is bee-keeping a waste of **time** ? Does it not make **money** for you ?

SALIM : Very **little.** Our bees here do not keep in the same bee-hive **long** enough ; they go off to **other** places. And they do not make enough **honey.**

KHAN : If the bees do not keep in the same bee-hive for long it is because there is something **wrong** with the bee-hives.

SALIM : **Well,** what may there be **wrong** with the bee-hives ?

KHAN : There may be **enemies** about the bee-hive, or there may not be enough food for the bees in June, July and August, when we have the **rains.**

SALIM : **Enemies** about the bee-hive ?

KHAN : **Yes,** there may be all sorts of **flies, ants** and **crows.** Because all these flies, ants and crows are a **danger** to your bees ; the bees go off to **other** places where they will be **safer.**

SALIM : I **see !** But how **may** one keep the bees safe from these **enemies** you are talking about ?

KHAN : Go to the bee-hives one day every **week** and have a good **look** inside and outside . . . Get the bee-hives completely **clean.** If you are **still** not able to keep the ants off put the bee-hives in **water.** Then you will be able to keep the ants **off** the bee-hives.

SALIM : Maybe you're **right.**

KHAN : Then there is the **food.** You see the bees do not get **enough** food when we have the **rains.**

SALIM : So what do you **do** ?

KHAN : You put some **sugar** and **water** in a small **vessel** and you put the vessel **inside** the bee-hive. Then the bees will not go off to **other** places looking for **food.**

SALIM : But that is not **all** . . . Oh, here's **father** . . . Khan's on **leave,** father.

KHAN : How do you **do** ? We were talking about **bee-keeping.**

WAZIR : **Were** you ? It is a waste of **time** and **money.** I'm going to give it **up** . . . You see our **Indian** bees are not of much use. They are not hard-**working** . . .

KHAN : Not hard-**working** ?

WAZIR : **No !** When the bee-hive is only **half** full they give up making **honey.** And one day they make a meal of **all** the honey which is in the bee-hive, and when I go to **get** the honey I see that there is **nothing** there.

KHAN : Why don't you have a look at your bee-hives every **week-end,** and take out all the honey when the bee-hive is a little **less** than half full ? . . . How do you get the honey **out** ?

WAZIR : **Why,** I get it out by **crushing** the **bee-hive.**

KHAN : **That's** not the right way to get the honey out . . . Give a bee-hive a **crush** and it will be of **little** or **no** use to anyone. There's a little **machine** which is able to get **all** the honey out of a bee-hive **without** crushing it ; then the bees are able to make use of the **same** hive a **great** number of times.

WAZIR : I **see !** Where did you **get** all this ?

KHAN : In the **Army.** Do not give **up** bee-keeping . . . With some **care** and **attention** you will be able to make **much** money.

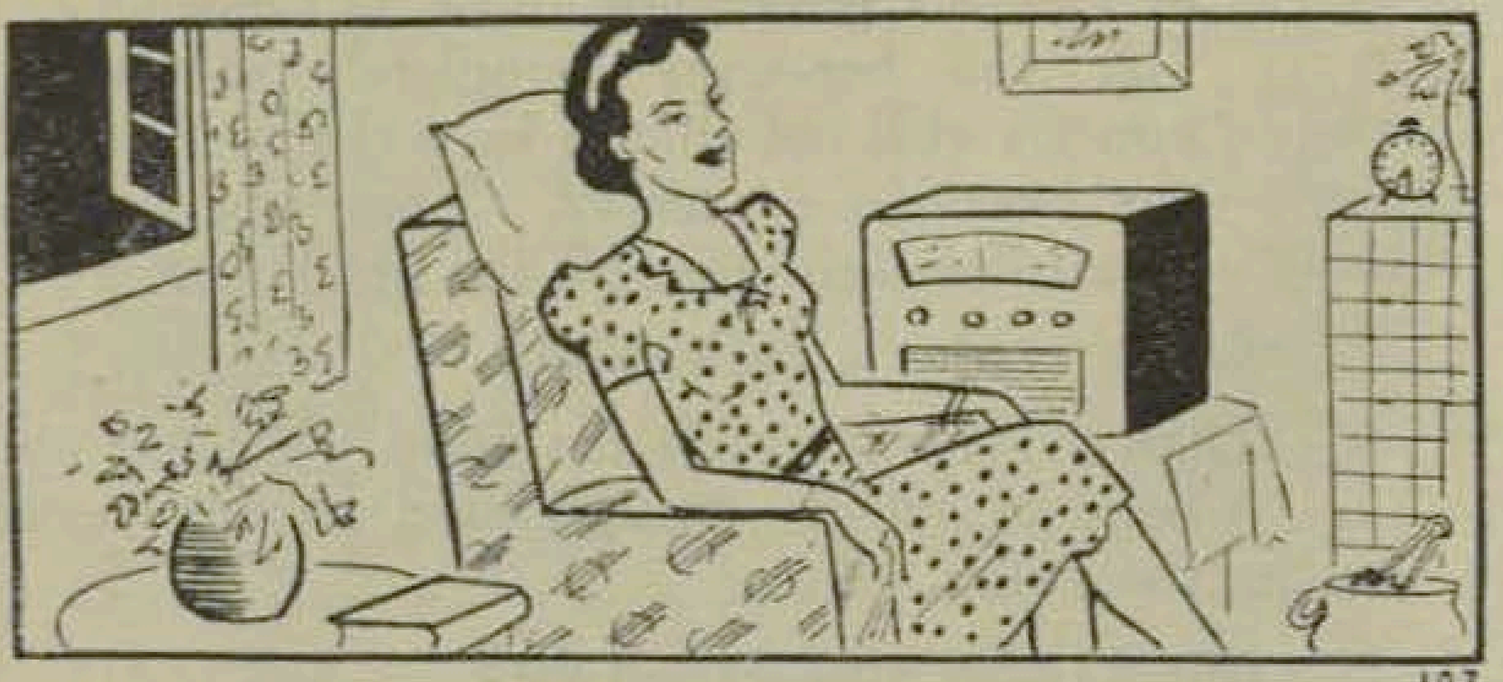
WAZIR : **Thank** you, Khan ! I'll make **another** attempt.

KHAN : **That's** right. **Well,** I'm **off. Goodbye.**

WAZIR AND SALIM : **Goodbye.**

Unit 102

gave, **dust, living**



103

A. Mrs. English is having a **rest.** It is half past **seven.** The sun is **down.** The radio is **on** and the **news** is coming through. Mrs. English is feeling very **tired.** She was working very hard till **seven o'clock.** She did more work **today** than she did **yesterday** or the day **before** yesterday or the day before **that.** She kept on working from **morning** till **sun-down.** She got **every** room in the house **clean.**

B. This is what she did **today.** She got up at **six.** Then she had a **wash.** Then she had a cup of **tea.** Then she got the morning **meal** ready. Her son John had a bad **cold.** He was coughing **badly.** So she got some **medicine** from a store and **gave** it to him.

C. It was then **eleven** o'clock and there was **more** work to do in the **house.** First she gave the baby a **bath.** Then she gave the **floor** and the **walls** a good **rub.** Then she did the **washing-up.** After that she got the **dust** off the tables and seats with a bit of **cloth.**

D. There was much **dust** on everything. There was dust on the **tables.** There was dust on the **seats.** There was dust on the **window-frames.** Most of this dust was from the **road.** Whenever a **car** goes past the house some of the dust from the **road** gets in. Mrs. English gets the dust off the seats and the table **every** day. Dusting the things in the house is part of her **work.**

E. It was **seven** o'clock before the work was complete and every part of the house was quite clean. Her daughter Anne gave her **help** with the cleaning. But there was so **much** work to do that Mrs. English was feeling tired **out** at the **end** of it.

F. It is half **past** seven now. Mrs. English is **still** having a rest. She may be feeling **tired** but she is **happy** because the work is **complete** and the house is quite **clean.**

G. Englishwomen take **great** care with their **house-work.** They take a **pleasure** in keeping their houses clean and beautiful. Every day after the morning **meal** they go through every room in the house putting everything in its **place** and giving the seats, tables, shelves, cupboards and so on a rub to get the **dust** off. Every **Monday** they give the table-cloths, sheets, towels and under-clothing a good **wash.** On **Tuesday** they will give most attention to one **room**; on **Wednesday** they will get **another** room completely clean. And **so on.**

H. At the end of the **winter** they make **every** part of the house completely clean. This is because in the winter **coal dust** from the **fires** gets on everything. In the **summer** they do not have **fires** burning as a rule. So the **end** of the **winter** is a **good** time for **cleaning.** They give the **floors** and **walls** a rub to make them **bright.** They give the **curtains** and **bed-covers** and **cushion-covers** a wash to make them **clean.** They get **every** part of the house beautifully clean at the end of the **winter** so that the house may be **bright** and **healthy** all the **summer.** This is the '**spring-cleaning.**' They give it **this** name because '**spring**' is the part of the year between **winter** and **summer.**

I. Mrs. English is **still** very tired. She is very tired at the end of **every** day's work, but still she keeps on working hard to make her house **clean** and **beautiful.** It is not **only** a house. It is something **more** than a house. It is her '**home**' and the home of **Mr.** English and of all the **family.** They are **living** in this house. But not **all** their sons and daughters are living with them. Their **first** son, **David,** is out of the **country.** Their first **daughter, Janet,** is living in **London.** But they come **home** from time to time, and the longer they are **away** the happier they are to be **back.**

J. Before she was **married** Mrs. English was living in her **father's** house on a farm in the **west** of England. Her **father's** house was her home **then.** But **now** her father's house is **not** her home; she has a home for **herself.** Before he was married **Mr.** English was living in his father's house in **London.** His **father's** house was his home **then.** Now Mr. and Mrs. English have a home for **themselves** in Hilton in which they are living with part of their **family.**

K. A home is **different** from a house. The English have a saying, "**Men** make **houses** but **women** make **homes.**" The **man's** work takes him **outside** the house all **day** as a **rule.** It is the **woman** who goes on working **in** the house and gets our **food** ready, keeps the house **clean,** makes the house **beautiful,** and keeps everyone in the family **happy.** A **home** is a place where a **family** is living happily **together.** It is the **feeling** which the **man** and the **woman,** the **brother** and the **sister,** have for one another which makes a **house** into a **home.** The English have **another** saying, "There is **no** place like **home.**" And still another, "**East** or **west, home** is **best.**"

C: When we are talking about the present we say *give*. When we are talking about the future we say *will give*. When we are talking about the past we say *gave*.

A1 : What's **Mrs. English** doing ?
2 : What's the **time** ?
3 : Is the **radio** on ?
4 : Why is Mrs. English feeling very **tired** ?
5 : Was she working **all** day ?
6 : Did she do more work **today** or **yesterday** ?
7 : How long did she keep on working **today** ?
8 : Did she get **every** room in the house clean today ?

B1 : At what time did she get **up** ?
2 : What did she do **after** getting up ?
3 : What did she do after she had a **wash** ?
4 : What did she do after having her **tea** ?
5 : Who had a bad **cold** ?
6 : Did he have a **cough** ?
7 : What did she **give** him ?

C1 : What did she do to the **baby** ?
2 : What did she do after **that** ?
3 : And after **that** ?
4 : And **then** ?

D1 : Was there any **dust** on the things in the room ?
2 : Was there any dust on the **table** ?
3 : Was there any dust on the **seats** ?
4 : Was there any dust on the **window-frames** ?
5 : Where was the dust **from** ?
6 : What gets **in** the house whenever a **car** goes past ?
7 : How did Mrs. English get the dust **off** the seats and the table ?
8 : Does she get the dust off the seats and the table **every** day ?
9 : Why does she **do** this ?

E1 : At what time was the work **complete** ?
2 : Who gave Mrs. English **help** with the cleaning ?
3 : Why was she feeling so **tired** at the end of the day ?

F1 : What's the time **now** ?
2 : Is Mrs. English doing any **work** ?
3 : Why is she **happy** ?

G1 : Why do Englishwomen take such great **care** with their house-work ?
2 : What do they do every day after the morning **meal** ?
3 : What do they do every **Monday** ?
4 : What do they do on **Tuesday** ?
5 : What do they do on **Wednesday** ?

H1 : What do they do at the end of the **winter** ?
2 : Why do they do this at the end of the **winter** ?
3 : Why do they give the floors and the walls a **rub** ?
4 : Why do they give the curtains and bed-covers and cushion-covers a **wash** ?
5 : Why do they get every part of the house completely clean at the end of the **winter** ?
6 : What **name** do they give this cleaning at the end of the winter ?
7 : Why do they give it the name **spring**-cleaning ?

I1 : Why does Mrs. English still keep on working hard even when she is **tired** ?
2 : Is a house in which no-one is **living** a home ?
3 : Whose home is **this** house ?
4 : Are **all** the family living in this house ?
5 : Where is their **first** son, David ?
6 : Where is their first **daughter** Janet living ?
7 : Is this house still their **home** ?

J1 : Where was Mrs. English living before she was **married** ?
2 : What was her home **then** ?
3 : Is her father's house her home **now** ?
4 : Where was **Mr. English** living before he was married ?
5 : What was **his** home then ?
6 : Is his father's house his home **now** ?
7 : Where **is** the Englishs' home ?
8 : Are they living with **all** their family ?

K1 : Is a **home** different from a **house** ?
2 : Who make **houses** ?
3 : Who make **homes** ?
4 : Where is the **man** all day as a rule ?
5 : Where is the **woman** ?
6 : Who gets our **food** ready ?
7 : Who keeps the **house** clean ?
8 : Who makes the house **beautiful** ?
9 : Who makes everyone in the family **happy** ?
10 : What makes a **house** into a **home** ?
11 : What's **another** saying which the English have about the home ?
12 : And **another** ?

P1 : Who gave you your **(pencil)** ?
S : Pencil : writing-book, readingbook, rifle, stick, uniform, bag, kit-bag, etc.

2 : Who gave a **(cough)** ?
S : Cough : sneeze, cry.
N : Put question after coughing, etc.

3 : Did I give you my **(knife)** yesterday ?
S : Knife : needle, scissors, hammer, stick, keys, brush, watch, etc.

4 : Did you give your **(coats)** a **(brush)** yesterday ?

S : Shirts : shorts, trousers, hats, boots, belt, etc.
Brush : wash, rub, etc.

5 : Do you get the **dust** off your **(table)** every day ?

S : Table : shelf, mosquito-net, turban, pugree, etc.

6 : Are you living in a **(hotel)** ?

S : Hotel : house, barracks.

7 : Where is your **(father)** living ?

S : Father : mother, brother, sister, son, daughter.

8 : Where were you living before the **war** ?

N : Put this question to a number of learners.

M1 : I Gave The Cat Milk

FRIEND : I see you're giving your cat some **(milk).** Do you give your cat some milk **every** day ?

GOVINDA : **Yes,** I give my cat some milk **every** day.

FRIEND : Did you give your cat some milk **yesterday** ?

GOVINDA : **Yes,** I gave my cat some milk **yesterday.**

S : Milk : rice, soup.

2 : I Gave It Back

KHAN : Did I give you my **(torch)** last week ?

KARIM : **Yes,** you **gave** me your torch last week.

KHAN : Did you give the torch **back** to me ?

KARIM : **Yes,** I gave the torch back to **you** the day after **you** gave it to **me.**

S : Torch : box of matches, etc.

3 : Gave A Push

TEACHER [*in class seeing Govinda and Arvind pushing one another*] : What's going on **there** ?

GOVINDA : He's **pushing** me, sir.

ARVIND : **He** gave **me** a push **first.**

GOVINDA : Take your **seats.** If I see you doing that again I'll give the **two** of you a punishment.

4 : Gave A Talk

DAS : You weren't in your **quarters** last night.

BOSE : **No,** I went to the **Information Room.**

DAS : Someone gave a talk on the **war** last night.

BOSE : Was it **interesting** ?

DAS : **Yes,** it was **quite** interesting.

5 : Gave the News

SAMI : Mrs. **Ganpat** gave birth to **three** baby boys last night—**one** after the **other** !

MENON : Who gave you the **news** ?

SAMI : **Ganpat** gave me the news this **morning.**

MENON : Where are you going **now** ?

SAMI : I'm going to give the news to **all** the men in his **unit.** We're going to have a **party.**

6 : Put Water Before Dusting

KHAN [*putting towel to nose*] : All the dust is getting into my **eyes,** Karim.

KARIM [*who is dusting floor*] : I'm **sorry.**

KHAN : Why don't you put a little **water** over the floor before dusting it ? If you **do** the dust won't get into our **eyes** and **noses.**

KARIM : I **will.** [*Goes out to get water*].

7 : Living Or Dead ?

OFFICER : What's your **name** ?

RECRUIT : My name's **Govind Singh.**

OFFICER : What's your **father's** name ?

RECRUIT : **Ranjit** Singh.

OFFICER : Is your father **living** or is he **dead** ?

RECRUIT : He isn't **dead ;** he is **living.**

OFFICER : **Where** is your father living ?

RECRUIT : He is living in **Amritsar.**

OFFICER : Was your father in the **Army** ?

RECRUIT : **Yes,** my father **was** in the Army.

OFFICER : What's your **mother's** name ?

RECRUIT : My **mother's** name is . . . . . .

OFFICER : Is your mother **living** or is she **dead** ?

RECRUIT : My mother is not **dead ;** she is **living.**

OFFICER : **Where** is she living ?

RECRUIT : She is living in **Amritsar** with my **father.**

OFFICER : Have you any **brothers** in the Army ?

RECRUIT : I had **two** brothers in the Army. Now only **one** is **living ;** the **other** is **dead.**

OFFICER : Where is the one who is **living** ?

RECRUIT : He is in the **Middle East.**

OFFICER [*to sepoy*] : Take this man to the **doctor.**

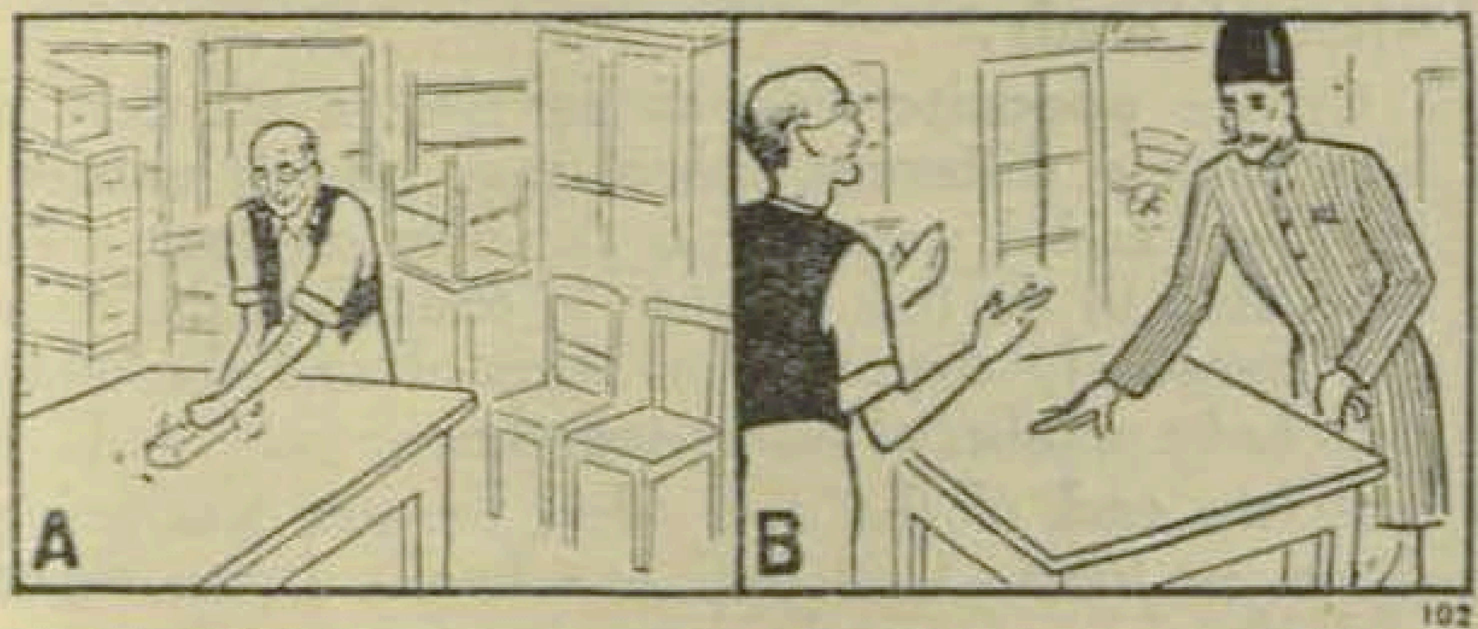
SEPOY : **Yes,** sir. [*Sepoy takes recruit to doctor and officer goes away*]

W1 : Future-Past conversion : I will give you my (torch) tomorrow.

2 : Negative conversion : You gave me your (pencil) yesterday.

Unit 103

plane, smooth, rough



A. This is a room in Abdul's **store.** In the store there are **seats, tables, boxes, shelves,** and **cupboards.** Abdul is very **good** at woodwork.

Abdul is making a **table.** The table is not quite **complete.** Abdul has a **plane** in his hand. He is pushing the **blade** of the plane over the wood **again** and **again.** The top of the table is not **smooth** ; it is still **rough.** Abdul is making the top of the table **smooth** with the **plane.**

The **sides** of the table are not smooth ; they are still **rough.** After making the **top** of the table smooth Abdul will make the **sides** of the table smooth. He will make the sides of the table smooth with his **plane.**

The **legs** of the table are not smooth ; they are still **rough.** After making the **sides** of the table smooth Abdul will make the **legs** of the table smooth. He will make the legs of the table smooth with his **plane.**

When the **top,** the **sides** and the **legs** of the table are **smooth** Abdul will put them **together** and the table will be **ready.**

B. There is a **man** in the store with Abdul. It is **Shahab.** Shahab is the owner of a great **cloth** mill in the town. He is feeling the top of a table with his **fingers.** While he is feeling the top of the **table** he is talking to **Abdul.**

SHAHAB : The top of the table is still a bit **rough.**

ABDUL : I'm **sorry,** sir.

SHAHAB : It's **almost** as rough as your **chin.**

ABDUL : My **chin** ?

SHAHAB : **Yes,** your **chin.** Didn't you have a **shave** today ?

ABDUL : **No,** sir, there wasn't **time . . .** This is a very **good** table, sir.

SHAHAB : I won't **take** the table till the top is **quite** smooth.

ABDUL : It will be **quite** smooth when you get it, sir.

A1 : What's **this** ?
2 : What's **in** the store ?
3 : What's Abdul **making** ?
4 : Is the table **complete** ?
5 : What has Abdul in his **hand** ?
6 : What's he doing with the **blade** of the plane ?
7 : Is the top of the table **smooth** or **rough** ?
8 : What's he making the top of the table smooth **with** ?
9 : Are the **sides** of the table smooth or rough ?
10 : What will Abdul do after making the **top** of the table smooth ?
11 : What will he make the sides of the table smooth **with** ?
12 : Are the **legs** of the table rough or smooth ?
13 : What will Abdul do after making the **sides** of the table smooth ?
14 : What will he make the legs of the table smooth **with** ?
15 : What will he do after making the top, sides and legs of the table **smooth** ?

B1 : Who is in the store **with** Abdul ?
2 : What **is** Shahab ?
3 : What's Shahab doing with his **fingers** ?
4 : What's he doing while he's feeling the top of the table with his **fingers** ?
5 : Is the top of the table **smooth** or **rough** ?
6 : **How** rough is the top of the table ?
7 : Did Abdul have a **shave** today ?
8 : **Why** didn't Abdul have a shave today ?

P1 : Is the (**floor** of this **room**) rough or smooth ?
S : Floor of the room : blackboard, window-glass, cloth of my coat, walls, etc.
2 : Is the back of a (**horse**) as rough as the back of a **sheep** ?
S : Horse : cow, goat, monkey, cat, etc.
3 : Which is **smoother,** (cotton or wool) ?
S : Cotton or wool : silk or wool, cotton or silk, etc.
4 : How does a (car) go on a **smooth** road ?
S : Car : bus, tonga.
N : Goes smoothly.

M1 : **Rough And Smooth Cloth**

SAMI : I got some **cloth** from a **store** last night.

MENON : **Did** you ? May I have a **look** at it ?

SAMI : **Yes.** [*Gives cloth to Menon*]

MENON [*feeling cloth with finger*] : The cloth is very **rough,** isn't it ? Wasn't there any **smoother** cloth than this in the store ?

SAMI : There **was.** But the price of the **smooth** cloth was very **high.**

Unit 104

put, took



104

The subedar-major is very **happy** today. This morning he got a letter from his **son,** who is at a school in the **U.P.** His son is only **ten** years old, but his **writing** is very **good.** It is **so** good that the subedar-major is reading the letter to his **friends.** This is the **letter** :

My dear **father,**

I am sorry I was not able to send you a letter **last** week. I had a bad **cut** on one of the fingers of my right hand, so I was not able to do any writing at **all.**

The weather is not very **warm** or very **cold.** There was some **rain** the day **before** yesterday. But there was **no** rain **yesterday.** I am feeling **quite** well. This is a very **healthy** place.

Yesterday was **Sunday.** So my friend Mirza and I went down to the **river** for a **picnic.** We got up before **five.** We had a **wash** and some **tea.** Before we **went** we put everything in the room in its **place.** We put our **books** on the **shelf.** We put our **coats** and **trousers** in the **cupboard.** We put our **pens** and **pencils** in the **box. I** put on my **green** coat. **Mirza** put on his **blue** coat. **I** put on **white** shorts. **Mirza** put on **khaki** shorts.

It was **seven** o'clock before we were **ready.** We had no **camera,** but our friend **Arvind** has a very **good** camera so we took **his.** We had no **money** so we took some from our **teacher.** We took **five rupees** from him.

There are no **cafes** near the river, so we took food and drink **with** us. **I** took some warm **milk,** in a **bottle. Mirza** took some **bread, eggs** and **fruit,** in a **bag.**

We got to the railway station at half past **seven.** There were **two** trains at the station. **One** was a **quick** train and the **other** was a **slow** train. We did not take the **slow** train ; we took the **quick** train. The train went **very** quickly. It only took **ten minutes** to get to the station nearest the river. From the station to the edge of the river we went on **foot.** It was **eight** o'clock when we got to the edge of the river.

There was a **tree** on the edge of the river which gave us **shade.** We put the **bottle** and the **bag** under the **tree** and had a **rest** for sometime. **Opposite** the tree the river makes a little **curve** to the **left.** Here some men were building a **bridge** across the river. I took a **picture** of the men and the bridge with Arvind's **camera.** I will **send** you the picture when it is **ready.**

On the **opposite** side of the river a number of boys from a **different** school were playing **games.** So Mirza and I went across the river on **foot.** We were **able** to do this because in **one** place the river was completely **dry.** Then Mirza, I and the other boys had a number of games **together.**

At the **end** of the day, when the sun was going **down,** we took a train back to **school.** It was **eight o'clock** when we got back to our **room.** We were very **tired** so we quickly took off our **coats, boots** and **trousers** and went **straight** to bed.

How are you all **doing** ? Send me a letter from time to time and give me all the **news.**

Your son,

Hari.

When the subedar-major got to the **end** of the letter there was a cry of **'shahbash'** from his friends. The subedar-major put the letter back in his pocket with great **care,** and with a **smile** on his **face** went off to do his **work.**

C : When we are talking about the present we say *put, take.* When we are talking about the future we say *will put, will take.* When we are talking about the past we say *put, took.* Note *put* has the same form in the present and the past.

1 : Why is the subedar-major very **happy** today ?
2 : Where **is** his son ?
3 : How **old** is his son ?
4 : How is his **writing** ?
5 : Why is the subedar-major reading the letter to his **friends** ?
6 : Why wasn't Hari able to send his father a letter **last** week ?
7 : How is the **weather** ?
8 : How is Hari **feeling** ?
9 : Is it a **healthy** place ?
10 : What day was it the day **before** ?
11 : Where did Mirza and Hari **go** ?
12 : When did they get **up** ?
13 : What did they do **after** getting up ?
14 : What did they do to the things in the **room** ?
15 : Where did they put the **books** ?
16 : Where did they put their **coats** and **trousers** ?
17 : Where did they put their **pens** and **pencils** ?
18 : Who put on a **green** coat ?

19 : Who put on a **blue** coat ?

20 : Did Hari put on **khaki** shorts ?

21 : Did Mirza put on **white** shorts ?

22 : At what time were they **ready** ?

23 : Did they have a **camera** ?

24 : From whom did they **take** a camera ?

25 : Did they have any **money** with them ?

26 : From whom did they **take** some money ?

27 : How **much** money did they take from their teacher ?

28 : Why did they take food and drink **with** them ?

29 : Who took the **milk** ?

30 : **How** ?

31 : Who took the **bread**, **fruit** and **eggs** ?

32 : **How** ?

33 : When did they get to the **railway** station ?

34 : Did they take a **quick** train or a **slow** train ?

35 : How did the train **go** ?

36 : How long did they take to get to the station nearest the **river** ?

37 : How did they go from the **station** to the edge of the **river** ?

38 : At what **time** did they get to the edge of the river ?

39 : Where did they put the **bottle** and the **bag** ?

40 : What were some men doing at the place where the river makes a **curve** ?

41 : Who took a **picture** of the bridge ?

42 : Who were playing on the **opposite** side of the river ?

43 : How did Hari and Mirza go **across** the river ?

44 : Why were they able to go on **foot** ?

45 : When did they take a train back to **school** ?

46 : At what time did they get back to their **room** ?

47 : What did they **do** when they got back to their room ?

48 : What did his **friends** do when the subedar-major got to the end of the letter ?

49 : Where did the subedar-major **put** the letter ?

50 : Where did he **go** ?

P1 : There's a (**shoe**) on my table. . . . Who put this **shoe** on my table ?

S : Shoe : boot, sock, stocking, rifle, etc.

2 : Did **you** put this (soap) on the table ?

S : Soap : ink, cotton, letter, nail, pin, needle, hammer, etc.

3 : Someone took my (**book**) yesterday. Was it **you** ?

P : Book : pen, bag, knife, stick, torch, pull-through, etc.

Seatwork (Units 101-104)

A. *Put the right word from this list in the spaces* : bee, worm, ant, silk, rough, smooth, plane, living, dust.

1. .... is softer than cotton.
2. We get silk from ....
3. White .... do great damage to books.
4. We get honey from ....
5. We make a bit of board smooth with a ....
6. The table is dirty ; there is .... on it.
7. My father is .... in Amritsar.

B. *There are four sorts of statements here.* (1) *statements about now* (2) *statements about every day* (3) *statements about the future* (4) *statements about the past. Put these statements in the right division by writing* 1, 2, 3 *or* 4, *whichever is right, after them.*

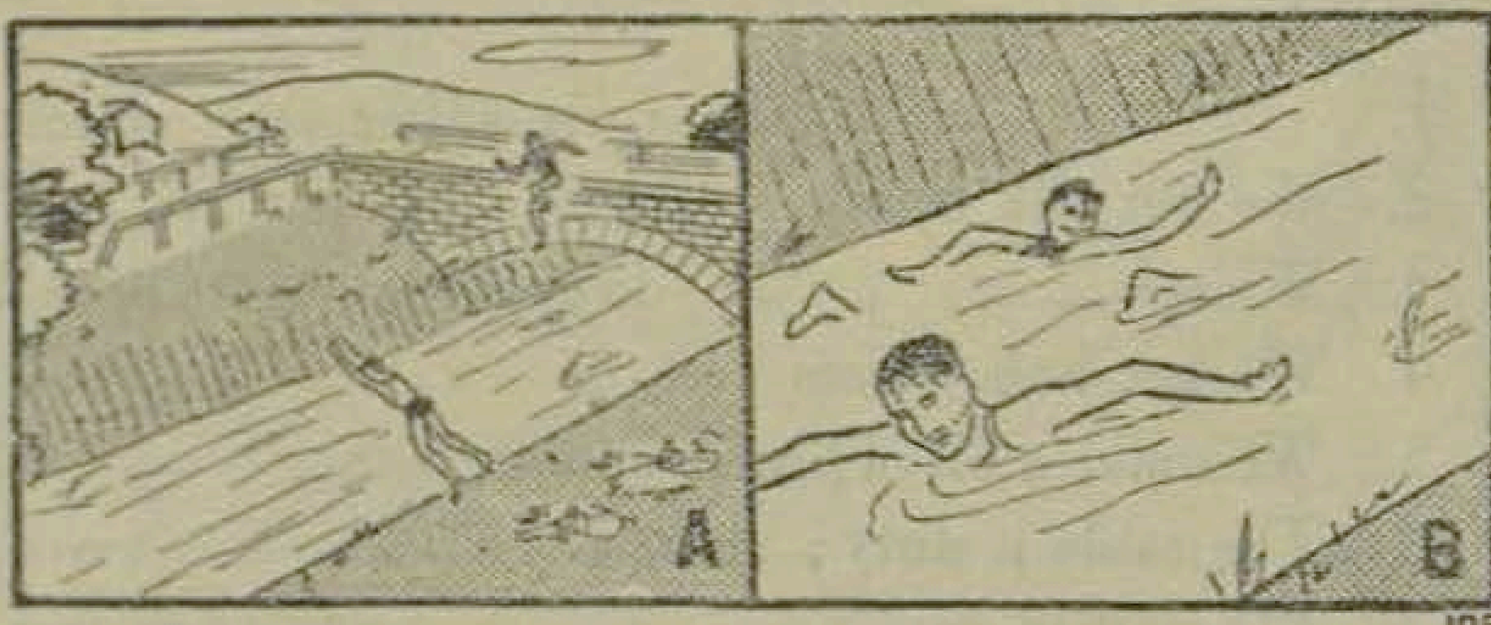
1. I am making the table smooth ....
2. He does his cleaning-up after his night meal ....
3. We will get the silk from the canteen ....
4. My friend gave me some honey ....
5. He put the plane on the shelf ....
6. We took some money from a friend ....
7. They were living in Lahore ....
8. He gets the dust off the table in the morning ....
9. To whom did you give my water-bottle ? ....
10. I did not put the paper in the fire ....
11. Where did he take you ? ....
12. I will send him a letter ....

C. *Put the words in the brackets in the place of the words in sloping print and make any other necessary changes* :

1. I give the floor a wash *every day*. (an hour back)
   ....
2. I will put on my blue shirt *tomorrow*. (yesterday)
   ....
3. We take the seven o'clock train to town *every morning*. (yesterday morning)
   ....
4. We give them coffee on *Saturdays*. (last Saturday)
   ....
5. She will put the baby to bed *after an hour*. (an hour back)
   ....
6. He takes his food to school in a bag *every day*. (yesterday)
   ....

Unit 105

level, jump, swim, current, drop, fish



A. This is a picture of part of a **river.** The river is very **narrow** here. There is a **bridge** across the river.

It is **December** now. There is not **much** water in the river. The **level** of the water in the river is very **low.** In **July,** when the **rains** come, there will be **much** water in the river and the level of the water will be very **high. Sometimes,** in July, the level of the **water** is higher than the level of the **land** at the edges of the **river.** Then the water in the river goes **over** the edges of the river and **over** the land and the land is under **water.**

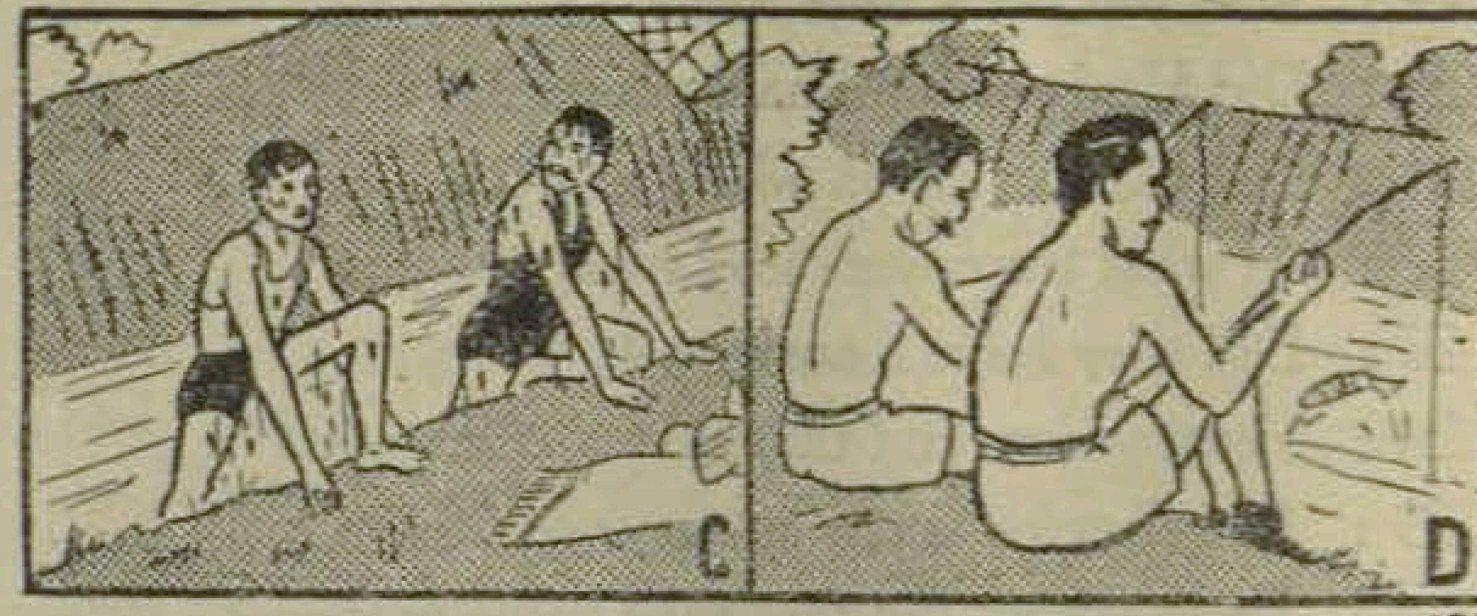
But now there is **not** much water in the river, and the level of the **land** is higher than the level of the **water.**

On the **edge** of the river is **Khan.** He is in a **bathing** dress. His **arms** are up in the **air ;** his **legs** are **bent.** He is ready to give a **jump.** He is ready to go into the water, **head** first, with a **jump.** He is saying to his friend Ali, "I am going to give a **jump.** See how the jump makes me go head first into the **water."** But where is **Ali ?** Ali is jumping into the water from the **bridge.** The level of the **bridge** is higher than the level of the **land** on the edge of the **river.** Ali is jumping into the water from a **higher** level than Khan. But he is not jumping **head** first. He is jumping **feet** first.

B. Khan is in the **water.** He is pushing his body **forward** with his **arms** and **legs.** He is having a **swim** in the **river.** He is not going to have a **long** swim in the river ; he is going to have only a **short** swim.

Khan is swimming very **quickly.** He is able to go forward very **quickly** because he is going the **same** way as the **water.** He is swimming with the **current.** The **current** is taking him **forward.** The **current** is giving him **help.** That is why he is able to go forward so **quickly.**

Ali is having a swim in the river like **Khan.** But **he** is swimming very **slowly.** He is **not** able to go forward very quickly because he is not going the **same** way as the water ; he is going the **opposite** way. He is swimming **against** the current. While **he** is attempting to go **forward** the **current** is pushing him **back.** The current is not giving **him** any help.



C. Khan and Ali are coming up the edge of the river after the **swim.** Their bodies are completely **wet. Drops** of water are falling from their **heads.** Drops of water are falling from their **arms.** Drops of water are falling from their **legs.** Khan and Ali are **completely** wet. Water is dropping from **every** part of their **bodies.**

They will take some **towels** from their haversacks and get their bodies **dry.**

D. Khan and Ali have their **shorts** and **shoes** on. They are completely **dry** now. There is not a **drop** of water on them. They have **rods** in their hands. They are attempting to get some **fish.** They are fishing in the river with fishing **rods.**

There are a **great** number of fish living in the river **now.** Do you see a little fish jumping **up ?**

Khan and Ali take much **pleasure** in fishing. But they do not take as much pleasure in **fishing** as in **swimming.** Khan says swimming is good for building up the **arm** and **leg** muscles. He has a **saying,** "A **swim** a **day** keeps the **doctor** away."

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *level* AND *current*.

A1 : What's **this** a picture of ?
2 : Is the river **wide** here ?
3 : What's **across** the river ?
4 : Is there much **water** in the river ?
5 : Is the level of the water **high** or **low** ?
6 : Why is the level of the water **low** ?
7 : Will the level of the water be high or low in **July** ?
8 : **Why** will the level of the water be very high in July ?
9 : Is the level of the **water** ever higher than the level of edges of the **river** ?
10 : Where does the water go **then** ?
11 : Which is higher **now,** the level of the **water** or the level of the **land** ?
12 : Who is on the **edge** of the river ?
13 : What's he **in** ?
14 : What's he getting ready to **do** ?
15 : How will he **go** into the water ?

16 : What's he saying to **Ali** ?

17 : Where's **Ali** jumping from ?

18 : Which is **higher** the level of the **bridge** or the level of the **land** ?

19 : Is Ali jumping **head** first ?

B1 : Where's **Khan** ?

2 : What's he **doing** ?

3 : Is he having a **swim** in the river ?

4 : Is he going to have a **long** swim or a **short** swim ?

5 : Is he swimming **quickly** or **slowly** ?

6 : Why is he able to go forward very **quickly** ?

7 : Is he swimming **with** the current or **against** the current ?

8 : What's taking him **forward** ?

9 : Why is he able to go forward so **quickly** ?

10 : What's **Ali** doing ?

11 : Is he swimming **slowly** or **quickly** ?

12 : Why is he not able to go forward as quickly as **Khan** ?

13 : Is he swimming **with** the current or **against** the current ?

14 : What is the current **doing** to him while he is attempting to go **forward** ?

15 : Is the current giving him any **help** ?

C1 : What are Khan and Ali **doing** ?

2 : Are their bodies **wet** or **dry** ?

3 : What's falling from their **heads** ?

4 : What's falling from their **arms** ?

5 : What's falling from their **legs** ?

6 : What's dropping from every part of their **bodies** ?

7 : How will they get their bodies **dry** ?

D1 : Are Khan and Ali still **wet** ?

2 : Are there any drops of **water** on them ?

3 : What have they in their **hands** ?

4 : What are they **doing** ?

5 : What are they fishing **with** ?

6 : Are there any fish living in the river **now** ?

7 : What is jumping up out of the **water** ?

8 : Do Khan and Ali take much **pleasure** in fishing ?

9 : Do they take as much pleasure in **fishing** as in **swimming** ?

10 : What's swimming **good** for ?

P1 : Has a fish **(legs)** ?

S : **Legs :** wings, a nose, a tail, a mouth, hair on its body.

2 : Which is at a higher **level,** the top of the **table** or the top of that **(window)** ?

S : Window : door, cupboard, box, building (the).

3 : Get up on your **(seat)..** Now get down with a **jump.**

S : Seat : table, box.

4 : What's on the **table** ?

N : Drops of water, milk, tea, coffee, etc.

5 : What's dropping from my **glass** ?

N : Water, milk, tea, coffee, etc.

6 : What am I dropping on the **floor** ?

N : Pencils, bits of chalk, books, keys, rupees, knives, spoons, forks, pins, needles, etc.

7 : Which gives you more **pleasure—swimming** or **(fishing)** ?

S : Fishing : gardening, walking, running, cycling, etc.

M1 : Give A Jump

A [*to dog with a bit of bread in hand*] : **Come** on Scottie. Give a **jump ! Up ! Up !** [*Lowering hand*] : **Come** on. Give a **jump. You're** no good. [*Gives the bit of bread to dog*].

2 : Not A Drop of Ink

KHAN : May I have some of your **ink** ?

ALI : There's **no** ink in my bottle.

KHAN : No ink at **all** ?

ALI : **No,** there isn't a **drop** of ink in the bottle.

3 : Drops of Blood

DAS : There are drops of **blood** on your trousers.

BOSE : **Yes,** I have a bad cut in my right **thumb.** Have you any **cotton-wool** ?

DAS : **Yes,** there's some in my **box.** I'll **get** it for you.

4 : You Are Dropping Coffee

SAMI : Is there a **hole** in that mug ?

MENON [*who is taking coffee to a table in a mug*] : **Why** ?

SAMI : You're dropping **coffee** all over the floor.

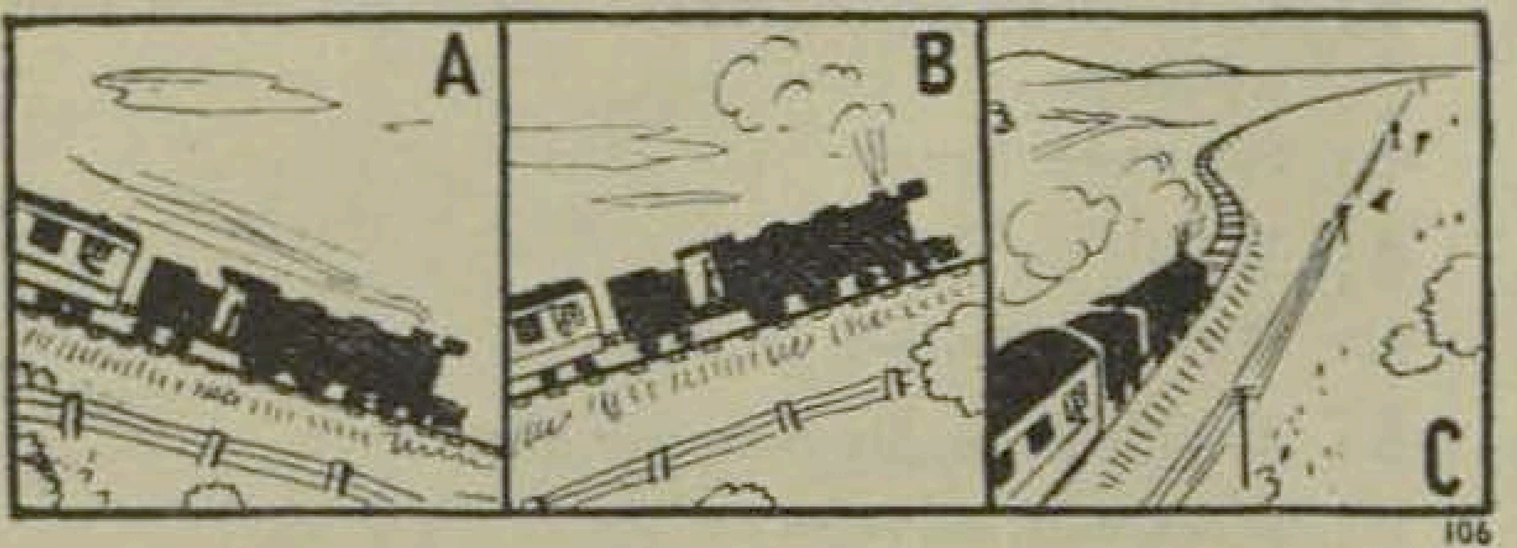
MENON : **Am** I ? Oh, **dear !** You're **quite** right. Drops of coffee are falling on my **shorts.** I'll put the coffee in **another** mug.

S : *Here is a group of words. Some of them go with* bit of, *others with* drop of *and one word goes with the* two. *Put* 1 *over the words which go with* bit *and* 2 *over the words which go with* drop :

ink, bread, coal, water, potato, wood, water, tea, stone, blood, soap, earth, milk, property, rain, honey, interest, help, coffee, medicine.

Unit 106

slope, flat, view

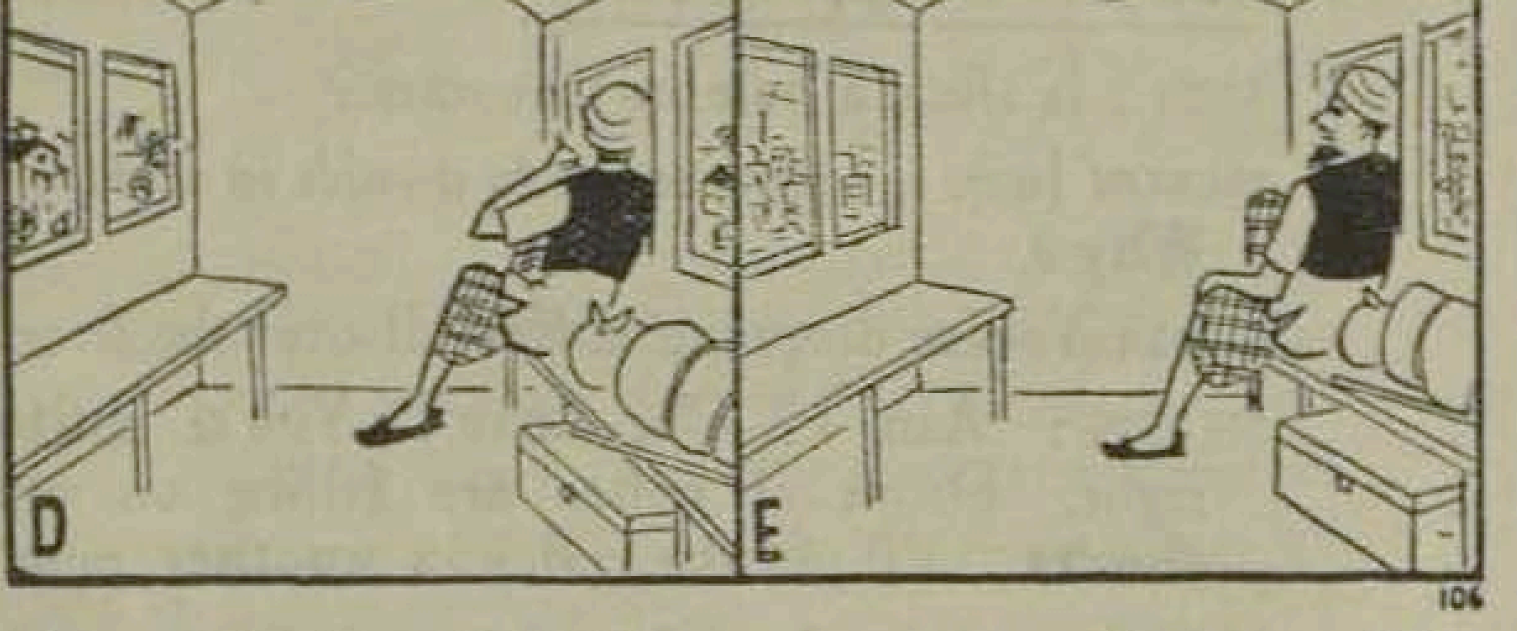


A. Balu, Ganpat's **father,** is in the **train** again. He has a seat near a **window.** He is on his way back from **Bombay** to his home in **Satara.** His **son,** who was in **Bombay** two days back, is now on his way to the **Middle East.** Balu was with his son for only a **day** in Bombay. He is now going back to his home in **Satara.**

The train is going down a **slope.** It is going very **quickly.** It is doing **sixty** miles an **hour.** It is going **quickly** because it is going **down** a slope. This part of the railway line is not **flat ;** it is **sloping.** In the picture it is sloping down from **left** to **right.**

B. The train is now going **up** a slope. It is going very **slowly.** It is doing only **twenty** miles an hour. It is going **slowly** because it is going **up** a slope. This part of the line is not **flat ;** it is **sloping.** In the picture it is now sloping up from left to right. There are a **number** of such up and down slopes on the railway line between Bombay and Satara.

C. Here the railway line is not **straight ;** it makes a curve to the **left. Again** the train is going slowly. A train goes more slowly when the line goes **curving** and **twisting** than when it is **straight.** A furlong from this point the line makes **another** curve—this time to the **right.** This part of the country is **full** of ups and downs. **Most** lines which go up and down **slopes** do not go **straight ;** they go **curving** and **twisting** all the time.



D. Balu is **still** in his seat near the **window.** He is smoking a **bidi.** The country on the two sides of the line is now quite **flat** and beautifully **green.** Balu is able to see **all** the houses, gardens and fields from the **window.** He has a good **view** of the country from the window. He has a good **view** of the country because **his** seat is nearest to the **window.** The fields and gardens are all very **beautiful.** The **view** from the **window** is very beautiful.

E. The train is now about a mile from the railway station at **Poona.** Balu is **still** in his seat and looking out of the **window.** But he has a **different** sort of view from the one he had sometime **back.** He sees only dirty little **houses** on the two sides of the line. The view is not at **all** beautiful. As a rule the **country** is more beautiful than a **town.** A view of the **country** with its green **fields** is more beautiful than a view of a **town** with its dirty little **streets** and **houses.**

It is nine in the **morning.** By **two** o'clock Balu will be in **Satara.** From the station he will go **straight** home and give all the news about Ganpat to his **mother.**

C : A *view* is whatever we see. *Flat* and *sloping* are opposites.

A1 : Where is **Balu** ?
2 : Where is his **seat** ?
3 : Where is he **going** ?
4 : Where is his **son** ?
5 : How **long** was Balu with his son ?
6 : Where's Balu going **now** ?
7 : Is the train going **quickly** or **slowly** ?
8 : **How** quickly is the train going ?
9 : **Why** is it going so quickly ?
10 : Is this part of the railway line **flat** or is it **sloping** ?
11 : Is it sloping **up** or **down** ?
12 : Is it sloping down from **right** to **left** or from **left** to **right** ?

B1 : Is the train going **down** a slope **now** ?
2 : Is the train going **quickly** ?
3 : **How** slowly is it going ?
4 : **Why** is it going so slowly ?
5 : Is this part of the railway line **flat** or **sloping** ?
6 : Is it sloping **up** or sloping **down** from left to right ?
7 : Why doesn't the train go **at forty** miles an hour **all** the way between Bombay and Satara ?

C1 : Is the line **straight** here ?
2 : How is the train going **now** ?
3 : When does a train go more quietly, when the line is **straight** or when it has **curves** and **twists** in it ?
4 : Where will the line make **another** curve ?
5 : Will it be a curve to the **right** or to the **left** ?
6 : Is this part of the country **flat** ?
7 : Why has **this** line such a great number of **curves** and **twists** in it ?

D1 : Where is Balu **now** ?

2 : What is he **doing** ?

3 : What sort of **country** is the train going through ?

4 : Has Balu a **good** view of the country from the window ?

5 : Why do you say he has a **good** view of the country ?

6 : **Why** has he a good view of the country ?

7 : Why is the view from the window **beautiful** ?

E1 : How far is the train from the railway station at **Poona** ?

2 : Where's **Balu** ?

3 : What's he **doing** ?

4 : Has he the **same** sort of view as **before** ?

5 : What does he **see** ?

6 : Is the view **beautiful** ?

7 : Which is **more** beautiful as a rule, the **country** or a **town** ?

8 : Why is the **country** more beautiful as a rule ?

9 : What's the **time** ?

10 : When will Balu be in **Satara** ?

11 : Where will he go **first** ?

12 : What **for** ?

P1 : Is (my book) **flat** or **sloping** ?

S : My book : the top of this table, the floor of this room, the parade ground, hockey field, etc.

2 : What **view** do you get from (this) window ?

S : This : your barrack-room, etc.

3 : Is this a **curve** or a **(straight)** line ?

S : Straight : bent.

M1 : View From Window

A : What sort of **view** have you from your window ?

B : Long lines of **trees . . .** What view have you from **your** window ?

A : **Open** country.

2 : Room Without A View

A : What sort of view have you from your barrack-room **window** ?

B : I have **no** view from my barrack-room window.

A : No view at **all** ?

B : **No,** there's a tall **building** in front of my window, and I am not able to see anything but a brick **wall.**

Seatwork (Units 105-106)

A. *Put the right word from this list in the spaces :*

view, sloping, flat, curve, level, swim, current, drop, fishing.

1. This is not a straight line ; it is a ....
2. The .... of water in a river is higher in the summer than in the winter.
3. .... of blood are falling from the wound.
4. The land is not .... ; it is ....
5. The .... from the top of the slope is very beautiful.
6. We had a .... in the river yesterday.
7. When one is swimming up the river one is going against the ....
8. We went .... yesterday and got about ten fish.

B. *Put the right word in the spaces :*

1. At this point the road .... a curve.
2. He will .... a jump into the river.
3. I .... a swim every day.
4. What sort of view .... you from your bed-room window ?
5. .... the parade-ground level.

C. *Give the answers to these questions :*

1. Is the level of a river high or low when there is much water in the river ?

....

2. Which is harder, swimming with the current or against the current ?

....

3. Do you take pleasure in swimming ?

....

4. Do you do any fishing ?

....

5. Has a fish wings ?

....

D. *Put these statements differently by using the '-ly' form of the words in sloping print. (Make use of the words given in the brackets.)*

1. Put this statement in a *different* way.

....

2. He was very *happy.* (living)

....

3. The fire is very *bright.* (burning)

....

4. The airplane is quite *safe.* (take us)

....

Unit 107

came, saw



107

Khan and Sami are in a street in **Madras.** They are **old** friends. Some years back they were in Madras **together.** Then Khan went first to **Italy** and then to **England** and Sami went to **Burma.** They did not see one another for a **long** time. Now they are very happy to be **together** again. They are having a long **talk.**

Khan came back from **England** on the first of the **month.** He came in an **airplane** with an **officer.** The officer came to do some work at **G.H.Q.** When the work was **complete** he went back to **England.** Khan and the officer came by **air,** because that is the quickest way of **coming** to India.

While Khan was in **England** he saw some of England's great **towns.** He saw **London.** He saw **Birmingham.** He saw **Manchester.** But he did not see **Edinburgh,** which is in **Scotland.** He saw almost **all** the interesting places in **London.** He saw the **Zoo,** in which there are all sorts of **animals** from all the different countries of the earth. He saw the gardens at **Kew,** in which there are a great number of different sorts of **plants** and **trees.** He saw the English **countryside,** and he saw how the English farmers do their **work.** He is very **happy** that he saw England ; much of what he saw will be of great **use** to him when he goes back to his **farm.**

Sami came back from **Burma** on the **fifteenth** of **last** month. He did not come in an **airplane ;** he came by **road.** He came with a number of **other** soldiers. He came back from Burma because he got **malaria.** He was in the Madras Hospital for a **fortnight.** Now he is all **right** again. He will go **back** to Burma in a short time.

Like **Khan** in **England Sami** saw a number of towns in **Burma.** He saw **Mandalay** ; he saw **Pegu ;** he saw **Rangoon.** In **Mandalay** and **Rangoon** he saw the pagodas of **Buddha.** These temples are not like the temples in **India.** The buildings are completely **different.** He saw the **towns** but he did not see much of the Burmese **countryside,** because he was not **in** Burma very **long.**

Khan and Sami are going to have some **tea.** They are talking to one another on their way to the **canteen. Khan** is giving **Sami** news about **England** and **Sami** is giving **Khan** news about **Burma.** After a cup of tea they will go to the **pictures.**

C : When we are talking about the present we say *come, see.* When we are talking about the future we say *will come, will see.* When we are talking about the past we say *came, saw.*

1 : Where are **Khan** and **Sami** ?

2 : When were they last **together** ?

3 : Where did **Khan** go ?

4 : Where did **Sami** go ?

5 : How long were they **away** from one another ?

6 : Why are they so **happy** ?

7 : When did Khan come **back** from England ?

8 : **How** did he come ?

9 : With **whom** did he come ?

10 : Why did the officer come to **India** ?

11 : Why did they come by **air** ?

12 : What **towns** did Khan see in England ?

13 : Did he see **Edinburgh** ?

14 : Where **is** Edinburgh ?

15 : Did he see the **Zoo** in **London** ?

16 : What did he **see** in the Zoo ?

17 : What **other** place did he see ?

18 : What did he see **in** the gardens at Kew ?

19 : Did he see the English **countryside** ?

20 : What did he see on the **farms** ?

21 : Why is he **happy** that he saw England ?

22 : When did Sami come back from **Burma** ?

23 : Did he come by **air** or by **road** ?

24 : With **whom** did he come ?

25 : **Why** did he come back from Burma ?

26 : How long was he in the Madras **Hospital** ?

27 : How is he **now** ?

28 : When will he go back to **Burma** ?

29 : What **towns** did Sami see in Burma ?

30 : What did he see in **Rangoon** and **Mandalay** ?

31 : How are **these** temples different from the temples in **India** ?

32 : Did Sami see much of the Burmese **countryside** ?

33 : **Why** didn't he see much of the countryside ?

34 : Where are Khan and Sami **going** ?

35 : What's **Khan** giving **Sami** news about ?

36 : What's **Sami** giving **Khan** news about ?

37 : Where will they go after a cup of **tea** ?

P1 : At what time did you come to **school** this morning ?

N : Put this question to different learners.

2 : When did you come to **(Bombay)** ?

N : Give the name of the place where you are, and put the question to a number of different learners.

3 : Did you come to (Bombay) in an **(airplane)** ?

S : Airplane : bus, cart, taxi, on foot, by train, lorry, etc.

4 : Did anyone come to your room for a **(book)** last night ?

S : Book : pencil, pen, torch, bidis, cigarettes, matches, etc.

5 : Did you see the **(football)** match yesterday ?

S : Football : hockey, cricket, tennis, etc.

6 : Did you see the **(Viceroy's House)** when you were in **(Delhi)** ?

S : Viceroy's house, Delhi ; Malabar Hill, Bombay ; Taj Mahal, Agra ; Eden Gardens, Calcutta ; Museum, Madras ; Sarnath, Benares ; Shalimar Gardens, Lahore ; etc.

7 : When did you last see your **(father)** ?

S : Father : mother, brother, sister, boy, girl etc.

M1 : I Came At Eleven

A : At what time did you come to **school** this morning ?

B : I came at **eleven.**

A : Do you come to school at eleven **every** day ?

B : **Yes,** I come to school at eleven **every** day.

2 : He Came To Give Book

RAM : Did anyone **come** here while I was away ?

GOVINDA : **Yes, Gopal** came to give you a book.

RAM : **Where's** the book ?

GOVINDA : It's on your **table.**

S : Book : pencil, pen, bag, walking-stick, rifle, etc.

3 : He Came For A Swim

FRIEND : Did you **do** anything last Sunday ?

RAM : **Yes,** Arjun came for a **swim.** So we had a swim **together.**

FRIEND : May **I** come this Sunday ?

RAM : **Yes.** Arjun says he will come **again** this Sunday. We will all have a swim **together.**

4 : The Buttons Came Off

RAM : Will you put some **buttons** on this coat ?

SITA : I **put** some buttons on that coat only **yesterday.**

RAM : **Yes,** but they came **off** while I was buttoning the coat **up.** Put the buttons on the coat with **better** thread **this** time.

SITA : **All** right.

5 : I Came Across Him

PREM : Here's some **money** for you from your friend Mohan.

GOVINDA : Did he come **here** ?

PREM : **No,** I came **across** him this morning while I was going to the **post-office.** He gave **me** the money. It is for **you.**

GOVINDA : **Thank** you !

6 : He Saw Capt. Smith

A : Capt. Smith's old bearer went **away** yesterday.

B [*bearer without work*] : **Yes,** I saw Capt. Smith yesterday.

A : **Where** did you see him, in his **office** or at his **house** ?

B : I saw him at his **house.**

A : Did you see him **before** his morning meal or **after** his morning meal ?

B : I saw him **after** his morning meal.

A : **That's** right . . . Is he going to take you **on** ?

B : **Yes.**

A : **When** ?

B : Not till the first of the coming **month.**

A : **Good !** You may have your food with **me** till the **first** then.

B : **Thank** you !

7 : Saw Him To The Station

RAM [*pointing*] : My friend is **new** to this place. Will you see him to the **station** ?

GOVINDA : **Yes . . .** [*Comes back after a time*].

RAM : Did you **see** him to the station ?

GOVINDA : **Yes,** I **saw** him to the station.

W1 : Present-Past conversion : He comes here for his (bath) every day.

2 : Putting errors right : You did not came to (school) yesterday.

3 : Q-A conversion : We come in a (bus).

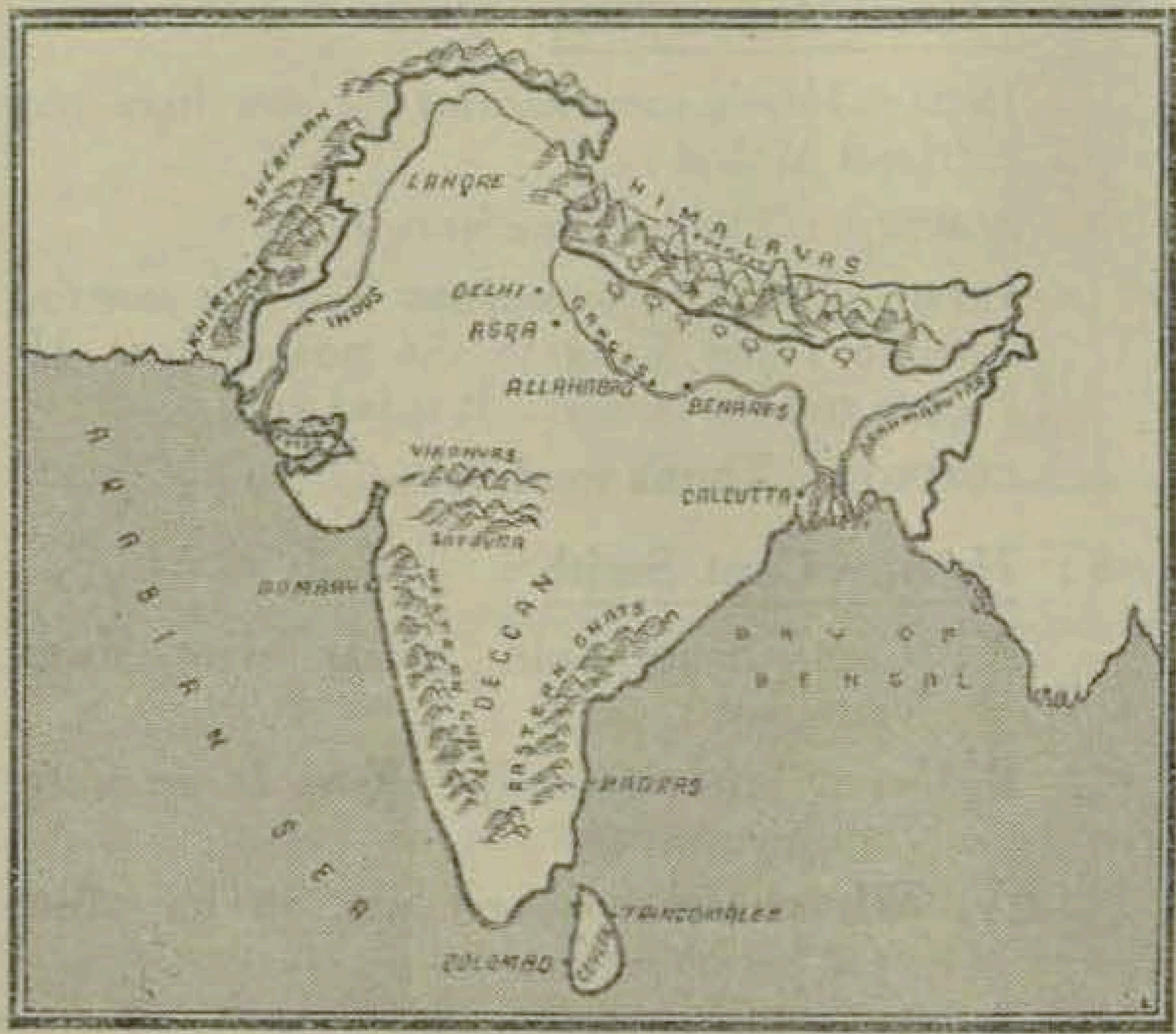
4 : Future-Past conversion : I will see the (sergeant) tomorrow.

5 : Negative conversion : They saw (Manchester) while they were in England.

6 : Q-A conversion : No, I did not see the (cricket match).

Unit 108

mountain, sea, range, stretch, island



108

A. This is a map of our **country.** It is a map of **India.** There is **water** on **three** sides, and a long line of **mountains** on the **fourth.** On the **west** there is the **Arabian Sea ;** on the **south** is the **Indian Ocean ;** on the **east** is the **Bay of Bengal ;** and on the **north** are the **Himalaya Mountains.**

B. The **Himalayas** are a long line of **mountains,** almost **two thousand** miles long. **Another** name for a **long line** of mountains is a **range** of mountains. Among the Himalaya Mountains are some of the **highest** mountains on the earth. **One** mountain, **Mount Everest,** is **29,000** feet high. It is the earth's **highest** mountain.

C. On the **north-west** there is **another** stretch of mountains, the **Sulaiman Range. South** of the Sulaiman Range there is still **another** stretch of mountains, the **Khirthar Range.** The **Sulaiman** and **Khirthar** Ranges are very **high,** but they are not as high as the **Himalaya** Range. These three mountain ranges are like a great **wall** between **India** and the countries to the **north** and **north-west.**

D. South of the Himalaya Mountains there is a great stretch of **flat** country. This is the part of India to which we give the name **Hindustan.** The country here is completely **flat.** In this level land, stretching for miles and miles from west to east, you will not see one **slope.** In **this** part of the country are the three great **rivers** of India, the **Indus,** the **Ganges** and the **Brahmaputra.** Here are some of the oldest and greatest **towns** of India, like **Lahore, Delhi, Agra, Allahabad** and **Benares.** More families are living in this part of India than in any **other.** The land is very good for the growth of **rice** and **wheat.** In the **west** half are the **wheat** fields, and in the **east** half are the **rice** fields. We get most of our **wheat** from the **Punjab** and the **United Provinces,** and we get a good part of our **rice** from **Bengal** and **Bihar.**

E. At the **mouth** of the Ganges and the Brahmaputra are a number of small **islands.** An **island** is a stretch of land with **water** on all **sides.** The land in these islands is good for the growth of **jute** and **rice. Jute** is a sort of **plant** from which we make **'gunny'.** Almost **all** the jute on **earth** comes from these little **islands** at the mouth of the Ganges and the Brahmaputra.

F. There are two **more** islands, one on the **west** of India and the other on the **south** of India. The island which is on the **west** of India is **Cutch,** and the island which is on the **south** of India is **Ceylon.** There are only a **small** number of persons living on the island of **Cutch** because the land here is **not** good for the growth of rice or wheat. But the island of **Ceylon** is **different.** There are more than **five million** persons living in Ceylon, and there are two great towns—**Colombo** and **Trincomalee.** We get a good part of our rubber, tea and coffee from **Ceylon. Today** Ceylon is an **island ;** there is a wide stretch of **water** between India and that country. But thousands of years **back** Ceylon was **not** an island ; it was a part of **India.** There was **no** sea between the two.

G. Let us go back to **India** and give some attention to the **south** half of the country. In the **south** there are **three** different mountain ranges. In the **north,** running from **west** to **east,** are the **Vindhya** and **Satpura** Mountains. In the **west,** running from **north** to **south,** are the **Western Ghats.** In the **east,** again running from **north** to **south,** are the **Eastern Ghats.** The **Vindhyas,** the **Western Ghats** and the **Eastern Ghats** are not very **high ;** they are quite **low.** There is **another** name for a **low** mountain—a **'hill'.** The Vindhyas, the Western Ghats and the Eastern Ghats are not **mountains ;** they are **hills.**

H. The slopes of the **Western** Ghats get much **rain** in the months of **June, July** and **August.** That is why there are great gardens of **coffee** plants on the **upper** parts of the^r^e hill-slopes.

I. Between the **Vindhyas** in the **north,** the **Western Ghats** in the **west,** and the **Eastern Ghats** in the **east,** is a long and wide stretch of **land.** This land is **high** and **flat.** It is **highland.** This **highland** is very good for the growth of **cotton** and **wheat.** We get most of our **cotton** from the highlands in the **south,** to which we give the name ' the **Deccan.'**

J. Between the **Western** Ghats and the **sea** is a long narrow stretch of **land** which is very good for the growth of **rice** and **cocoanut** plants. Here we have the great town of **Bombay,** the **second** greatest town in **India.** Bombay is a **seaside** town. It is on the **sea.** It is on the **Arabian** Sea.

K. Like the long narrow stretch of land in the **west** there is another long narrow stretch of land in the **east** between the **Eastern** Ghats and the **sea.** The land here is not as good as the land in the **west,** because there is not as much **rain** here as in the west. Here is the great town of **Madras,** the **third** greatest town in India. Madras, like Bombay, is a **seaside** town. It is on the **sea.** The name of the sea is the **Bay** of **Bengal.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *range* AND *stretch.*

A1 : What's **this** a map of ?
2 : What's on **three** sides of the country ?
3 : What's on the **fourth** side ?
4 : What's on the **west** of India ?
5 : What's on the **south** of India ?
6 : What's on the **north** of India and what's on the **east** ?

B1 : What are the **Himalayas** ?
2 : What's another name for a long **line** of mountains ?
3 : How **long** is the Himalaya Mountain Range ?
4 : What's Mount **Everest** ?
5 : How **high** is Mount Everest ?
6 : Is it **one** of the earth's highest mountains ?

C1 : What's on the **north-west** of India ?
2 : What is there **south** of the Sulaiman Range ?
3 : Which is **higher,** the **Himalaya** Mountain Range or the **Sulaiman** Mountain Range ?
4 : What are these three mountain ranges **like** ?

D1 : What is there **south** of the Himalaya Mountain Range ?
2 : What's the **name** of this great stretch of flat land ?
3 : Does it go from **north** to **south** or from **east** to **west** ?
4 : What are the names of the three great **rivers** which are in this part of the country ?
5 : What are the names of some of the great **towns** ?
6 : What is the land here **good** for ?
7 : Where are the **wheat** fields ?
8 : Where are the **rice** fields ?
9 : Where do we get most of our **wheat** from ?
10 : What do we get from **Bengal** and **Bihar** ?

E1 : What is at the **mouth** of the Ganges and the Brahmaputra ?
2 : What's an **island** ?
3 : What's the land here **good** for ?
4 : What is **jute** ?
5 : Where does most of our jute **come** from ?

F1 : Where is the island of **Cutch** ?
2 : Where is the island of **Ceylon** ?
3 : Are there a **great** number of persons living in the island of Cutch ?
4 : Why is the number of persons living on the island of Cutch very **small** ?
5 : Are there a great number of persons living in the island of **Ceylon** ?
6 : Where do we get a good part of our **tea** and **rubber** from ?
7 : What is there **between** India and Ceylon ?
8 : Was Ceylon an island thousands of years **back** ?

G1 : What's the name of the range of hills running from **west** to **east** in the **north** of **South India** ?
2 : What are the **Western** Ghats ?
3 : Where are the **Eastern** Ghats ?
4 : Are the Western and Eastern Ghats **hills** or **mountains** ?

H1 : What's on the **upper** parts of these hill-slopes ?
2 : Why are there **coffee** gardens on the slopes of these hills ?

I1 : What's between the **Vindhyas,** the **Western** Ghats and the **Eastern** Ghats ?
2 : Is the land between the Vindhyas, the Western Ghats and the Eastern Ghats **highland** or **lowland** ?
3 : What's the land here **good** for ?
4 : Where do we get most of our **cotton** from ?

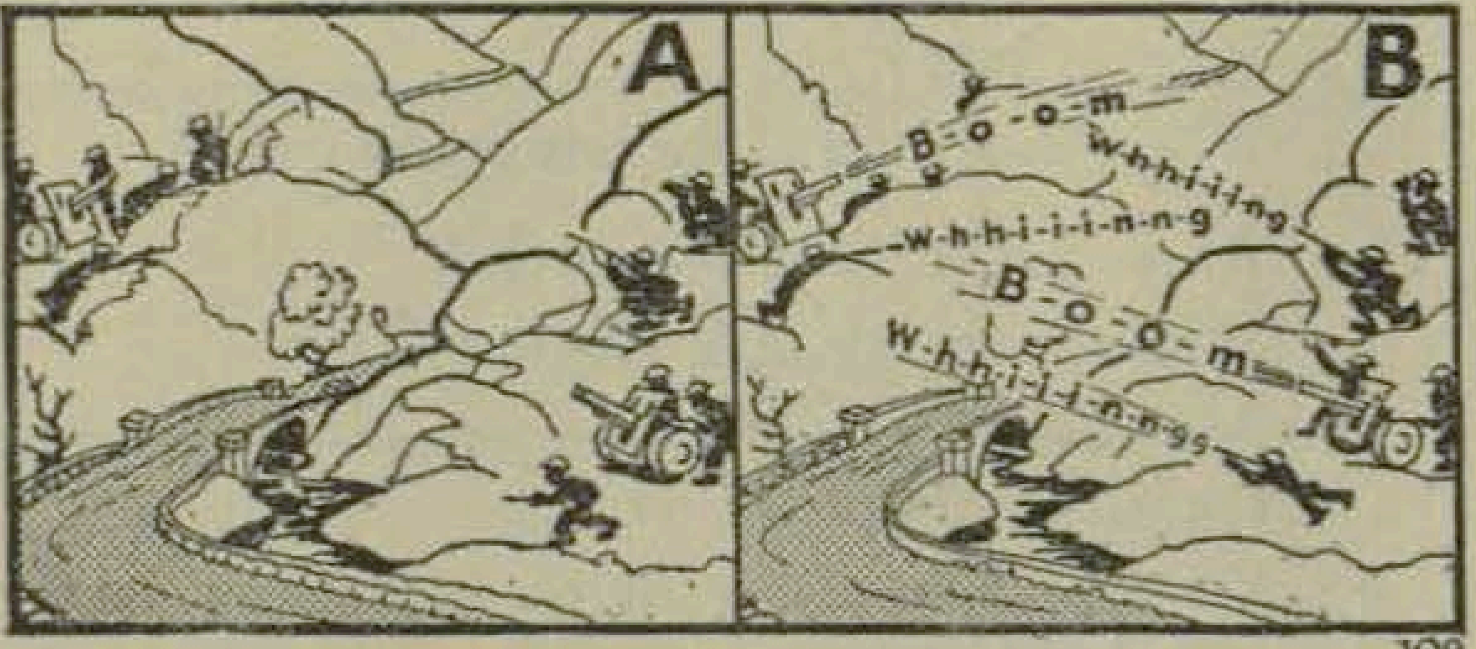
J1 : What's between the **Western** Ghats and the **sea** ?
2 : Where's **Bombay** ?
3 : Is Bombay a **seaside** town ?
4 : What sea is Bombay **on** ?

K1 : What's between the **Eastern** Ghats and the **sea** ?
2 : Why isn't the land **here** as good as the land in the **west** ?
3 : Where is **Madras** ?
4 : Is **Madras** a seaside town ?
5 : What's the **name** of this sea ?

W : Give names, Himalayas, Ceylon, etc. Learners to put down if it is name of mountain range or island or sea or mountain top, etc.

Unit 109

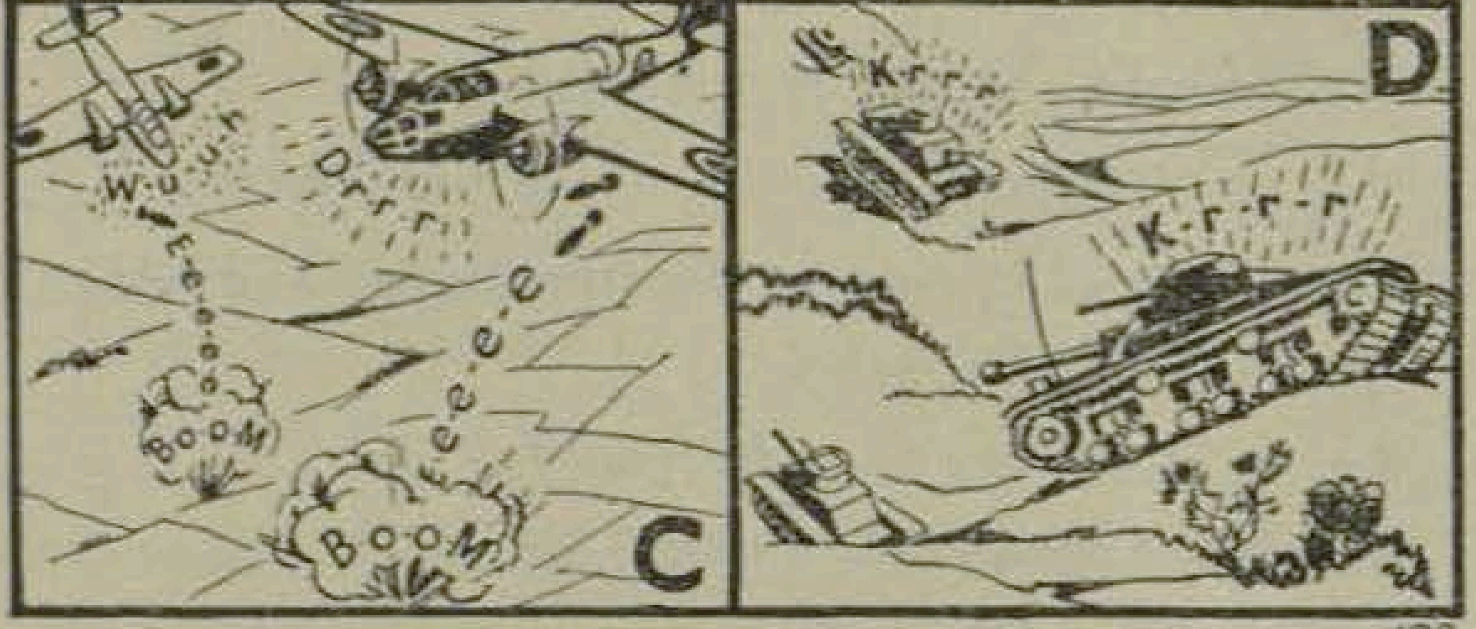
sound, hearing, loud, noise, quiet



109

A. This is a road near **Imphal** between **India** and **Burma.** There is a range of hills on the **east** of the road and there is **another** range of hills on the **west** of the road. On the hills to the **east** of the road are **Japanese** soldiers. On the hills to the **west** of the road are **British** and **Indian** soldiers. The British and Indian soldiers are getting ready for an **attempt** to take the hills on the other side of the road. There is no firing **now**. The two sides are getting ready for the **fight.**

B. W . . . h . . . h . . . i . . . i . . . i . . . n . . . n . . . g . . . g . . . That was the sound of a **British** rifle. **W . . . h . . . h . . . i . . . i . . . i . . . n . . . n . . . g . . . g.** That was the sound of a **Japanese** rifle. **B . . . o . . . o . . . m !** Now we are hearing a **different** sort of sound. **B . . . o . . . o . . . m !** That was not the sound of a **rifle ;** it was the sound of a **field-gun.** The sound of a field-gun is **very** loud. It is much **louder** than the sound of a **rifle. W . . . h . . . h . . . i . . . i . . . n . . . n . . . g . . . g ! B . . . o . . . o . . . m !** The British and the Japanese are **firing** at one another. The air is full of the noise of **rifle**-fire, **machine-gun** fire and **cannon** fire.



109

C. Now there is **no** sound ; it is **quiet.** But it will not be quiet for **long.** In another **minute** or two the sound of gun-fire will come to our ears **again. D . . . r . . . r . . . r ! There !** Now we are hearing a **different** sort of sound again. **D . . . r . . . r . . . r !** It is the sound of an **airplane.** It is not the sound of a **Japanese** airplane ; it is the sound of a **British** airplane. It is the **British** airplanes which make the d . . . r . . . r . . . r . . . r sound. Japanese airplanes make a **different** sort of sound.

W . . . u . . . u . . . h ! W . . . u . . . u . . . h ! There ! Now we are hearing the sound of a **Japanese** airplane. **W . . . u . . . u . . . h ! W . . . u . . . u . . . h !** It is the **Japanese** airplanes which make the w. . . . u . . . u . . . h sound. By hearing the sound which an airplane makes while it is flying in the sky we are able to make out if it is a **British** or a **Japanese** airplane. Now there are six **British** airplanes in the sky and six **Japanese** airplanes. Together they are making a **very** loud noise. **E . . . e . . . e . . . e . . . e ! B . . . o . . . o . . . m ! E . . . e . . . e . . . e . . . e ! B . . . o . . . o . . . m !** That is the sound of falling **bombs. E . . . e . . . e . . . e . . . e ! B . . . o . . . o . . . m!** The **British** airplanes are dropping bombs over the **Japanese** lines and the **Japanese** airplanes are dropping bombs over the **British** lines. The air is full of the noise of falling **bombs.** Falling **bombs** make a much louder noise than **rifles** or **machine-guns.**

D. Now the airplanes are all back at their **bases.** There is no **noise** or **sound** in the air ; it is **quiet.** But it will not be quiet for very **long.** In another minute **another** sound will come to our ears . . . **K . . . r . . . r . . . r ! There !** Now we are hearing a **third** sort of sound. **K . . . r . . . r . . . r !** It is like the sound which a **bus** makes while it is going up a long **slope.** It is the sound of a British **tank.** But a tank makes a much **louder** noise than a **bus. K . . . r . . . r . . . r . . . r !** Now we are hearing the sound of a **Japanese** tank. A **Japanese** tank makes the same sort of sound as a **British** tank. By hearing the sound you will **not** be able to make out if it is a **British** tank or a **Japanese** tank. The British tanks are now coming down the **hills.** In a short time they will go **across** the road and up the slopes on the **opposite** side.

This place is never quiet for **long.** Every now and **again** there is the noise of **rifle**-fire, the noise of **machine-gun** fire, the noise of **airplanes** flying in the air, the noise of falling **bombs** and the noise of **tanks** going this way and that. The place will never be quiet for **long** till the British are on those hills to the **left** and the Japanese are **dead** or prisoners of **war.**

C : A loud sound which does not give one pleasure is a noise.

A1 : What's **this** place ?
2 : What's on the **east** of the road ?
3 : What's on the **west** of the road ?
4 : Who is on the hills to the **east** of the road ?
5 : Who is on the hills to the **west** of the road ?
6 : What are the British and Indian soldiers getting **ready** for ?
7 : Why is there **no** firing **now** ?

B1 : W...h...h...i...i...n...n...g...g... ! What was **that** the sound of ?

2 : B . . . o . . . o . . . m ! Are we hearing the same sort of sound as **before** ?

3 : B . . . o . . . o . . . m ! Was that the sound of a **rifle** ?

4 : Is the sound of a field-gun **loud** ?

5 : Which is **louder,** the sound of a **rifle** or the sound of a **field-gun** ?

6 : What are the **British** and the **Japanese** doing ?

7 : What's the air **full** of ?

C1 : Is there any sound **now** or is it **quiet** ?

2 : Will it be quiet for **long** ?

3 : What will come to our ears **again** ?

4 : D . . . r . . . r . . . r . . . r ! Are we hearing the same sort of sound as **before** ?

5 : What is it the **sound** of ?

6 : Is it the sound of a **British** airplane or of a **Japanese** airplane ?

7 : What sort of sound does a **Japanese** airplane make ?

8 : How is one able to make out if an airplane is **British** or **Japanese** ?

9 : Why is there a loud noise in the **sky** ?

10 : E . . . e . . . e . . . e ! B . . . o . . . o . . . m ! What's **that** the sound of ?

11 : Where are the **British** airplanes dropping their bombs ?

12 : Where are the **Japanese** airplanes dropping their bombs ?

13 : What sort of noise is the air **full** of ?

14 : Which makes a **louder** noise, a falling **bomb** or a **rifle** ?

D1 : Where are the airplanes **now** ?

2 : Is there much **noise** or is it **quiet** ?

3 : Will it be quiet for **long** ?

4 : What will come to our ears in another **minute** ?

5 : Are we hearing any sound **now** ?

6 : What is the sound **like** ?

7 : What is it the sound **of** ?

8 : Which makes a louder noise, a **bus** or a **tank** ?

9 : K . . . r . . . r . . . r . . . r ! What sort of sound are we hearing **now** ?

10 : Does a **Japanese** tank make the same sort of sound as a **British** tank ?

11 : Will you be able to make out if it is a British or a Japanese tank by hearing the **sound** which it makes ?

12 : Where are the **British** tanks ?

13 : Where are they **going** ?

14 : Is this place ever quiet for **long** ?

15 : What sort of **noise** is there every now and again ?

16 : When will the place be quiet **again** ?

P1 : W . . . h . . . i . . . i . . . n . . . n . . . g ! What's **that** the sound of ?

S : P . . . h . . . i . . . i . . . i . . . n . . . n . . . g : b . . . . o . . . o . . . m, d . . . r . . . r . . . r, w . . . u . . . u . . . h, z . . . o . . . o . . . m, k . . . r . . . r . . . r.

N : Instructor to make the right sounds.

2 : What was **that** the sound of?

S : Bell, rifle, bugle, etc., someone opening door, shutting door, opening window, shutting window, opening box, shutting box, etc.

3 : What am I **sounding** ?

S : Bell, horn, etc.

4 : Do your (boots) make a **noise** while you are walking ?

S : Boots : shoes.

5 : What (are) (**eyes**) for ?

S : Eyes : a nose, a tongue, ears.

N : Answer : Eyes etc. are for seeing etc.

6 : Is the cry of a (**cat**) as loud as the cry of a (**dog**) ?

S : Cat, dog : dog, goat ; goat, sheep ; sheep, cow ; cow, horse ; horse, dog.

7 : Which is **louder,** the sound of a (**rifle**) or the sound of a (**machine-gun**) ?

S : Rifle, machine-gun : machine-gun, falling bomb ; falling bomb, rifle ; cart, car ; car, bus ; bus, tank ; tank, train, etc.

8 : Which is **quieter** as a rule, a (place) in the **country** or a place in a **town** ?

S : Place : road, house, hotel, etc.

9 : When are the streets of a town quieter, at (five) in the **morning** or at five after **mid-day** ?

S : Five : six, seven, etc.

M1 : **Make A Sound**

DAS [*pointing to a bird on tree*] : There's a **bird** on that tree, Sami ; let us get it.

SAMI : Yes, come on, I have a **net** here.

DAS : **Good !** Ssh ! Don't make a **sound.** If you make a **sound** the bird will get away.

SAMI [*sneezing*] : Oh, **dear !** I'm **so** sorry. [*The bird goes off into the air*].

2 : **Louder, Please !**

A [*taking up telephone*] : **Hullo !**

B : Is **Ram** in ?

A : **What's** that ? **What's** that ? Say that a little **louder.**

B : Is **Ram** in ?

A : Yes, yes, Ram is **in.** I'll **send** for him.

3 : Two Thieves

PAT [*thief, in front of building, at night*] : Here we are at **last**, Ned.

NED : Which flat **is** it, the one on the **street-level** or the one on the **first** floor ?

PAT [*with finger on lips*] : Sh ! Not so **loud** ! The night is so **quiet** that even the dropping of a **pin** will make a **noise.** The flat is on the **first** floor.

NED : How do we get **into** the flat then ?

PAT : By the **drain**-pipe.

NED : But the drain-pipe is **wet,** and if you have a **fall** you'll come down with a very loud **noise,** and everyone in the house will get **up.**

PAT : **Everyone** in the house ? Only the old **man** and the old **woman** are in the **house.**

NED : Won't they get up at the **noise** ?

PAT : **No,** they're hard of **hearing.**

NED : **Good !** But what if they have a **dog** ?

PAT : We'll get **past** the dog.

NED : **How** are we going to get past the dog ?

PAT : **Sh !** Be **quiet !** What's that **sound** ? It's someone at the other end of the **road.** Oh **dear !** It's a **policeman.** But we'll be safe under that **tree !** **Come** on.

THE POLICEMAN [*as Ned has sudden attack of coughing*] : Is that someone **coughing** ? [*Goes up and down and sees Pat and Ned under tree*] : What are **you** two doing here ?

PAT : We're having a **rest** after our **walk.**

THE POLICEMAN : A walk at **this** time of the night ?

PAT : You see, we're learning the 'songs' of the different **birds.**

THE POLICEMAN : Why not do it in the **day**-time ?

PAT : Oh, these are **night**-birds.

THE POLICEMAN : **I** see !

PAT : And every sound is **clearer** by **night** than by **day.** That's why we keep to our **house** all day and are **out** for the greater part of the **night.**

THE POLICEMAN [*taking them by the arms*] : How **interesting !** That'll make a **good** story for the 'judge'. Come **on !**

Seatwork (Units 107-109)

A. *Put the right word from this list in the spaces :*

sea, mountain, range, stretch, island, hearing, sound, noise, loud, quiet.

1. To the north of India are the Himalaya ....
2. To the south, east and west is the ....
3. A line of mountains is a .... of mountains.
4. Between the sea and the mountains there is a .... of land ten miles wide.
5. A stretch of land with water on all sides is an ....
6. Is that the .... of a rifle ?
7. A sound which doesn't give us any pleasure is a ....
8. The sound of a machine-gun is .... than the sound of a rifle.
9. A place in the country is .... than a place in the town.

B. *Put the words in the brackets in the place of the words in sloping print and make other necessary changes :*

1. He comes to my quarters *every day.* (yesterday)
....
2. They see one another *every morning.* (yesterday morning)
....
3. We come back from parade at nine o'clock on *Saturdays.* (last Saturday)
....
4. I see that girl in the cafe *every Monday.* (last Monday)
....

C. *Put the errors in these statements right :*

1. He comes for a swim yesterday morning.
....
2. I see the Zoo while I was in England.
....
3. You did not came to see me this morning.
....
4. We did not saw you on the parade ground yesterday.
....
5. Why you came to my quarters yesterday ?
....
6. Where you saw the snake ?
....

Unit 110

made



A. It is **two o'clock** and the mid-day meal is **over.** Mrs. English is in her **seat** but she is not having a **rest ;** she is hard at **work.** She is making a pair of **socks** for her daughter **Anne.** She is able to make socks **very** quickly. **One** sock is **ready.** The **other** sock will be complete in an **hour.**

Every day after her mid-day **meal** Mrs. English makes **something** or **other.** She makes very good **use** of her time every day.

Yesterday she made a dress for her daughter **Janet,** who is back from **London.** The dress was quite **beautiful,** and Janet put it on when she went out to a **party** last night.

B. The day **before** yesterday Mrs. English made two **curtains.** She made a **blue** curtain for a **door ;** and she made a **green** curtain for a **window.** She made the curtains **very** quickly. She made them in **less** than **three** hours. The curtains were **ready** when Mr. English came back from **office.**

The day before **that** was a **Monday.** She did the **cleaning** on that day. She made all the windows **bright ;** she made the fire-places **clean ;** and she made the rooms **beautiful** with **flowers** and some new **ornaments.**

Every day Mrs. English does something or other **herself,** and she makes her **boys** and **girls** do something in the house.

Yesterday she made **Janet** do some **stitching.** She made **Anne** do the **cooking.** And she made **John** do the **washing-up.**

C : When we are talking of the present we say *make.* When we are talking of the future we say *will make.* When we are talking of the past we say *made.*

A 1 : What's the **time** ?

2 : Where is Mrs. **English** ?

3 : Is she having a **rest** ?

4 : What's Mrs. English **making** ?

5 : For **whom** is she making the socks ?

6 : **One** sock is ready. When will the **other** sock be **complete** ?

7 : What does Mrs. English **do** every day after her mid-day meal ?

8 : What did she make **yesterday** ?

9 : For **whom** did she make the dress ?

10 : When did Janet put **on** the dress ?

B1 : What did Mrs. English make the day **before** yesterday ?

2 : What sort of curtain did she make for the **door** ?

3 : What sort of curtain did she make for the **window** ?

4 : Did she make the curtains **slowly** or **quickly** ?

5 : How long did she **take** to make the curtains ?

6 : Were the curtains ready when Mr. English came back from **office** ?

7 : When did Mrs. English do the **cleaning** ?

8 : What did she do to the **windows** ?

9 : What did she do to the **fire-places** ?

10 : What did she do to the **rooms** ?

11 : Is Mrs. English the **only** one who does work in the house ?

12 : Who give her **help** ?

13 : What did she make **Janet** do yesterday ?

14 : What did she make **Anne** do ?

15 : What did **John** do yesterday ?

16 : Who **made** him do the washing-up ?

P1 : Who made your **(shirt)** ?
S : Shirt : cap, hat, shorts, trousers, turban, etc.

2 : Who made your (morning **tea**) yesterday ?
S : Morning tea : four o'clock tea, bed, etc.

3 : Did you make any **(chapatis)** last night ?
S : Chapatis : salad, sandwiches, laddus, etc.

4 : Did you make any **errors** in your English test ?
S : English : signalling, etc.

M : We Made Her Go

FRIEND : Did your daughter go to **school** yesterday ?

RAM : **Yes,** she went to **school** yesterday.

FRIEND : Did she go **readily** ?

RAM : **No,** we **made** her go . . . We gave her some work to do in the **house ;** that made her go to **school.**

W1 : Present-Past conversion : I make the (morning tea) every day.

2 : Negative conversion : The tailor made this (shirt) for (five) rupees.

3 : Q-A conversion : Yes, I made the fire-place clean.

Unit 111

sent, kept, let



A. The subedar-major is reading **another** letter from his young son who is at school in the U.P. Last Thursday he went to the **post-office** and sent his son **forty** rupees **by money-order.** Forty rupees is only a **little** less than **half** his pay, but he sends his son to this school because, he says, his son is going to be a **doctor.** The subedar-major sends **part** of his pay to his **son** and **part** of it to his **sister,** who is looking after his house. He sends her twenty rupees a **month.** He sent her twenty rupees on the first of **this** month. The subedar-major keeps very **little** money for **himself.** The letter is about the money which he sent his son last **Thursday.** There is bad **news** in it. Here is the **letter.**

My dear **father,**

B. I have bad **news** for you. I got the money-order **yesterday,** but I am sorry to say that last night a **thief** got into our room and took away all the **money.** Will you be able to send me **another** forty rupees this month ?

I went to the **pictures** last night with my friend **Gopal.** Before we went we put our money in our **boxes.** We had no **cupboard,** so we kept the money in our **boxes** while we were away. **Gopal** kept **his** money in **his** box and **I** kept **my** money in **my** box.

There are **three** of us in the room. Our friend **Mohan,** the **third** boy, did not come with us to the pictures because he was not feeling **well.** When we went off, about **six** o'clock, he was in bed reading a **book.** When it got **dark,** about **seven** o'clock, he did not put the **light** on, but kept quiet in **bed** with his eyes half **shut.**

Our room has one **door** and two **windows.** The windows are only **three** feet from the **street-level.** They are so **low** that when they are **open** we sometimes make use of them as **doors** for getting into the room. The weather was very **warm** and so Mohan did not keep the door or the windows **shut ;** he kept them **open.**

C. About eight o'clock he saw two **men** coming into the room through one of the **windows.** He did **nothing ;** he kept **quiet.** He **let** them get in. Then he saw them opening the **boxes.** **Still** he did nothing ; he **let** them get the boxes open. He saw the men put the money in their **pockets** and go **out** as quietly as they came **in.** He did **nothing ;** he let them **go.** **Poor** Mohan ! He was not **able** to do anything. **One** of the men had a **stick** in his hand and the other had a **pistol.** **That** is why he kept quiet and let the men **take** the money.

After writing this letter I am going to see a **police** officer, but it won't be of much **use.** **Poor** father ! You will be very **sad** at hearing this news. You are giving up almost **half** your pay to keep me here, and going without all sorts of things. Where will you get **another** forty rupees from ? I'm **so** sorry,

Your son,

Hari.

Will the subedar-major be able to send his son another forty rupees ?

C : When we are talking about the present we say *send, let, keep.* When we are talking about the future we say *will send, will let, will keep.* When we are talking about the past we say *sent, let, kept.*

A1 : What is the subedar-major **doing** ?
2 : Where did he go last **Thursday** ?
3 : Why did he go to the **post-office** ?
4 : How much money did he **send** ?
5 : How did he **send** the money ?
6 : What part of his **pay** is forty rupees ?
7 : Why does he send his son to **this** school then ?
8 : How much does he send his **sister** ?
9 : Did he send his sister any money on the first of **this** month ?
10 : How **much** did he send his sister ?
11 : Does the subedar-major keep any money for **himself** ?
12 : What is the letter **about** ?

B1 : What sort of **news** has Hari for his father ?
2 : What did Hari **get** from his father yesterday ?
3 : Who **took** away all the money ?
4 : Where were **Hari** and **Gopal** ?
5 : Where did they put the **money** before they went ?
6 : Where did **Hari** keep **his** money ?
7 : Where did **Gopal** keep **his** money ?
8 : Why did they keep the money in their **boxes** ?
9 : Did **Mohan** go with them to the pictures ?
10 : Why **didn't** he go with them ?
11 : What was he doing when they went **out** ? What did he do when it got **dark** ?
12 : What's the number of **doors** and **windows** in the room ?

13 : How **high** are the windows ?

14 : Did Mohan keep the windows **shut** ?

15 : Did he keep the door **shut** ?

16 : Why did he keep the door and the windows **open** ?

C1 : At what **time** did the two men come into the room ?

2 : How did they get **into** the room ?

3 : Did Mohan **see** the men getting into the room ?

4 : Did he **do** anything ?

5 : Did he see them opening the **box** ?

6 : Did he **do** anything ?

7 : Did he see the men **go** out ?

8 : Did he **do** anything ?

9 : Why did he **let** the men take the money ?

P1 : Did you send any money to your **(father)** on the first of this month ?

S : Father : mother, brother, sister.

2 : Did you send an **(ornament)** to your **(sister)** on her birthday ?

S : Ornament : sari, blouse, watch, etc.

N : Learners are to make statements of the same sort in P's 3-6.

3 : **(Yesterday)** I sent a letter to my **(father).**

S : Yesterday : last week, etc.
Father : mother, brother, sister, son, daughter, friend, etc.

4 : I sent some **(eggs)** to a friend yesterday.

S : Eggs : potatoes, mangoes, oranges, etc.

5 : I sent my son to ' school ' in a **(cart).**

S : Cart : carriage, car, bus, taxi, tram.

6 : I sent my servant **away** last **(Monday).**

S : Monday : Tuesday, Wednesday, etc.

7 : Where did you keep your **books** while you were on leave ?

S : Books : pencils, shirts, socks, stockings, hockey-stick, water-bottle, etc.

8 : How long did your teacher keep you in **class** (yesterday) ?

S : Yesterday : the day before yesterday, etc.

9 : How long did your (mother) keep you at **school** when you were a boy ?

S : Mother : father.

10 : I gave my friend a (hammer) on **(Sunday).** I got the hammer back from him on **(Wednesday).** How long did my friend **keep** my hammer ?

S : Hammer : basket, plough, fighting-rod, stick, torch, kettle, bucket, etc.

11 : Did your father let you have **(bidis)** when you were a boy ?

S : Bidis : cigarettes, cigars.

12 : Did the doctor let you have **(eggs)** while you were ill ?

S : Eggs : chapatis, cakes, meat, fish, etc.

M1 : The Sergeant Let Him Off

A : You did not come to **parade** yesterday. Did the sergeant give you a **punishment** ?

B : **No,** he let me **off.**

A : He let you **off** ?

B : **Yes,** he let me **off.** But if I am away from parade **again** he says he will give me a punishment.

2 : I Kept It On The Shelf

A [*back from hockey*] : Where's my **water-bottle** ?

B : Where did you keep it while you were playing **hockey** ?

A : I kept it on the **shelf.**

B : Maybe your friend **Ali** is using it.

A : I'll have a **look.**

3 : I Kept Them In A Bank

FRIEND : Where do you keep your **ornaments** while you are away ?

RAM : I keep them in a **bank.**

FRIEND : Where did you keep them while you were away **last** week ?

RAM : I kept them in a **bank.**

4 : Kept An Eye On

A : You did not go **out** while I was away, did you ?

B : **No.**

A : Did you keep an **eye** on everything in the room ?

B : **Yes,** I kept an eye on **everything** in the room. All your property is quite **safe.**

W1 : Present-Past conversion : He lets me keep his (books).

2 : Negative conversion : She let her son go to the (circus).

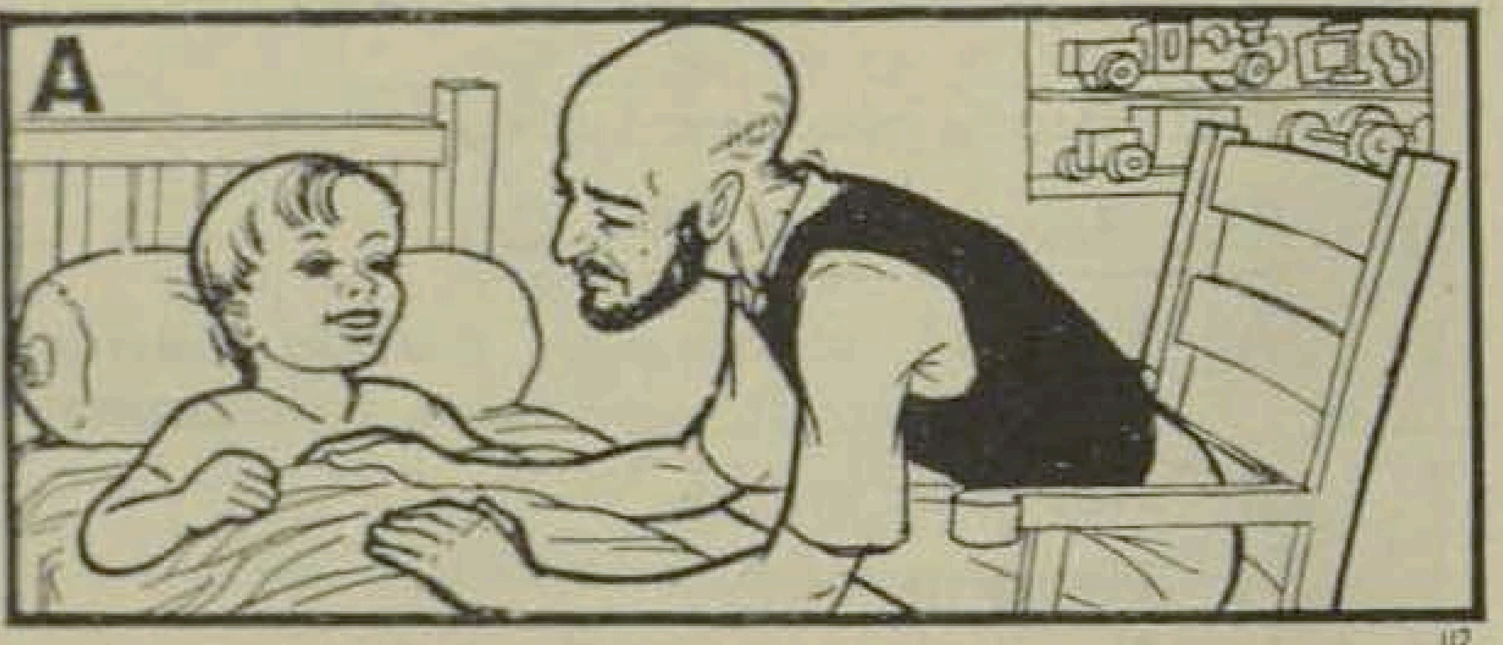
3 : Q-A conversion : Yes, he let me take his (pen).

4 : Present-Past conversion : Lal Singh keeps his (blankets) in his (kit-bag).

5 : Negative conversion : I kept your (torch) for more than a week.

Unit 112

story, said, **request,** might, would



A. (*Subedar Ali is attempting to put his small son to bed*).

SON : Give me a **story,** father.

ALI : I **gave** you a story only ten minutes **back.**

SON : Give me **another** story then.

ALI : **Which** story ?

SON : **Any** story.

ALI : **All** right ! This is the story of the **Arab** and his **camel.**

SON : What is an **Arab,** father ?

ALI : An **Arab** is a man living in **Arabia.**

SON : Where's **Arabia** ?

ALI : It's about two thousand miles to the **west** of India, across the Arabian **Sea.**

SON : And what's a **camel** ?

ALI : **Well,** a **camel** is an **animal** living in the wastelands of **Arabia.**

SON : What sort of animal **is** it ?

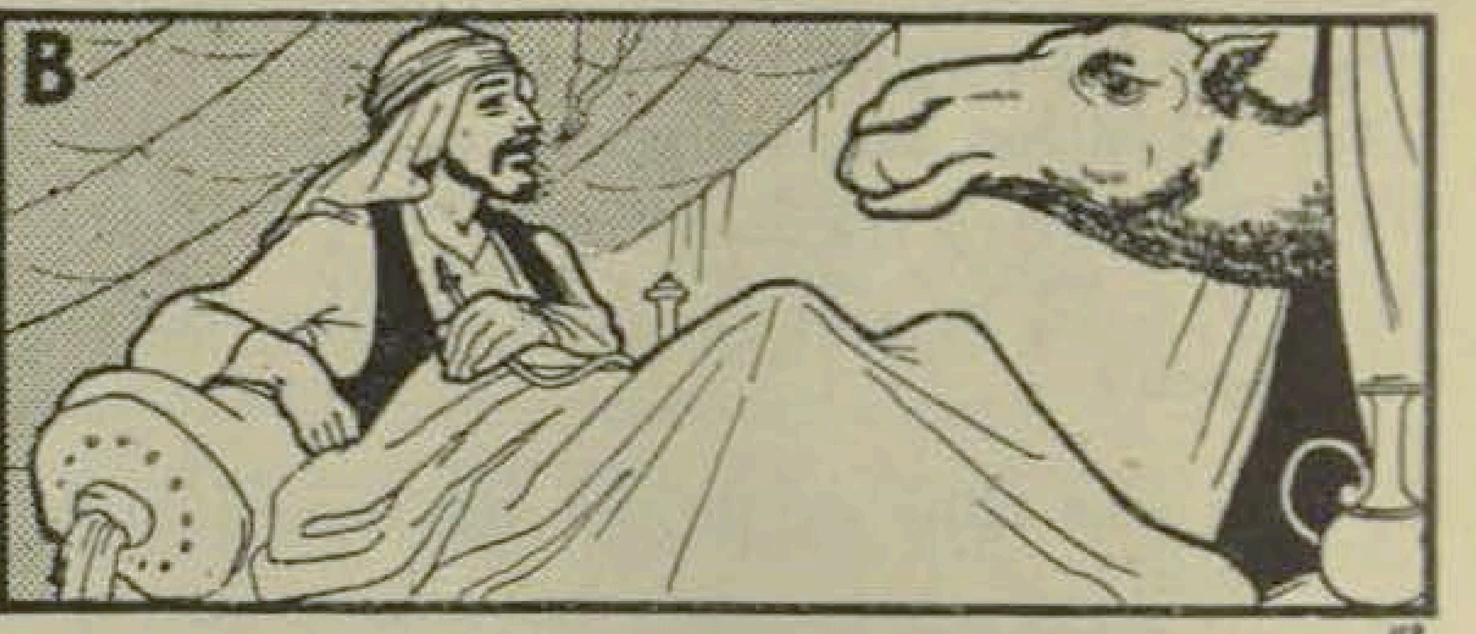
ALI : It's a **tall** animal with a long **neck** and a very high **back.** It's able to go for **days** without water. That's why camels are of such great **use** to men living in Arabia, where there is very **little** water and most of the land is **waste.**

SON : Give me the story of the Arab and his camel—**now** !

ALI : **All** right ! Here is the story of the **Arab** and his **camel :**

B. One winter day, an Arab was making his way across the **wasteland.** When the **sun** went down he took his tent off the back of the camel and put it **up.** He then went **in,** had his **meal,** made his **bed** and was quietly smoking a **hookah** when the camel put its **head** in through the door of the tent.

"**Well,**" said the Arab to the camel. "What **is** it ?" "It is very **cold** ou here, sir," said the camel. "**Yes,** it **is** very cold outside," said the Arab. "I am going to make a **request,** sir," said the camel.



"A **request** ?" said the Arab. "**Well,** what **is** the request ?" "May I put my **head** inside the tent ?" said the camel. The Arab, who was a very **good** man, said that the camel **might** put its head inside the tent, and took up his **hookah** again.

C. Five minutes **later** the camel made a **second** request to the Arab. Said the camel, "My **head** is quite warm, sir, but my **neck** is still very cold. May I put my **neck** inside the tent ?" The Arab said that the camel **might** put its neck inside the tent, but he made it clear that he would not let the camel put any **more** of its body inside. Then he took up his **hookah** again.

D. But ten minutes **later** the camel made a **third** request to the Arab. Said the camel, "My **head** and my **neck** are quite warm, sir. But my front **legs** are still very cold. May I put my front **legs** inside the tent ?" The Arab was getting a little **angry,** but the night **was** very cold and so he said that the camel **might** put its front legs inside the tent. With that he put down his **hookah** and got into **bed.**

E. A minute **later** the camel made still **another** request. "My **head,** my **neck** and my **front** legs are quite warm, but my **body** and my **back** legs are **still** out in the cold. You are a very **good** man. May I put my **body** and my **back** legs inside the tent ?" The Arab said to himself that the night was getting **colder** and **colder,** and so it would be **wrong** not to let the camel come in. "**All** right," he said. "**Come** in." And the camel **went** in.

F. When it saw that there was not enough **room** for the Arab and itself it **said** to the Arab, who was now in **bed,** "There is not enough **room** for you **and** me inside the tent. Why not get **out** ?" "**I** ?" said the Arab. "This is **my** tent. Get out **yourself.**" "**You** will go out ; not **I,**" said the **camel,** and giving the Arab a **push** it put him **out.**

There is a **saying** in English : "Give a man an **inch** and he will take a **mile.**"

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *request*.

When we are talking about the present we say *say, will, may.* When we are talking about the past we say *said, would* and *might.*

A1 : What's Subedar **Ali** attempting to do ?
2 : What **request** does his little boy make ?
3 : What story comes into Ali's **head** ?
4 : What is an **Arab** ?
5 : How far is Arabia from **India** ?
6 : Is Arabia to the **east** of India ?
7 : What **sea** do you go across to get there ?
8 : What's a **camel** ?
9 : Is it a **short** animal or a **tall** animal ?
10 : Why are camels of great use to men living in places where there is little **water** ?

B1 : Where was the Arab in the story **going** ?
2 : What time of the **year** was it ?
3 : What did he do when the **sun** went down ?
4 : What did he do with the **tent** ?
5 : What was he doing when the camel put its head in through the door of the **tent** ?
6 : What did the camel **say** ?
7 : What did the **Arab** say ?
8 : What **request** did the camel make ?
9 : What sort of **man** was the Arab ?
10 : What did he say to the **camel** ?

C1 : What did the camel say in making the **second** request ?
2 : What did the **Arab** say ?

D1 : What did the camel say in making the **third** request ?
2 : What did the **Arab** say ?

E1 : Did the camel make any **more** requests ?
2 : What did it **say** ?
3 : What did the Arab say to **himself** ?

F1 : What did the camel say to the Arab when it saw that there was not enough **room** for the Arab and itself ?
2 : Whose tent **was** it ?
3 : Did the Arab say that he would go **out** ?
4 : Did the **camel** say that it would get out ?
5 : What did it **do** to the Arab ?
6 : What's the English saying about an **inch** and a **mile** ?

N : Learners are to make statements of the same sort in all these Ps.

P1 : I made a request for his **(pencil).**
S : Pencil : pen, rubber, book, bag, mess tin, etc.

2 : He made a request to the (section commander) for **leave.**
S : Section commander : sergeant, platoon commander, etc.

3 : I said ("**Right turn !**")
S : Right turn : left turn, about turn, forward march, etc.

4 : He said, "Put on your **(turban).**"
S : Turban : pugree, puttees, gaiters, boots, shoes, socks, etc.

5 : You said that you would go to the **(pictures)** with me.
S : Pictures : match, circus, canteen, wash-house, c.o.'s office, etc.

6 : You said that you would put the book on **(my table).**
S : My table : my bed, my shelf, my kit-bag, your table, your bed, your shelf, your kit-bag, etc.

7 : My friend said that I might make use of his **(mess tin).**
S : Mess tin : torch, camera, etc.

8 : The doctor said that I might have **(chapatis).**
S : Chapatis : eggs, meat, etc.

9 : My friend said that he might come on **(Sunday)** or on **(Monday).**
S : Sunday, Monday : any other two days.

10 : The platoon commander said that he might go to **Calcutta** on the (first) or on the (second).
S : First, second : other dates.

M1 : You Said You Would Have Them Ready

SEPOY : Are my **shirts** ready ?
TAILOR : I'll have them ready **tomorrow,** sir.
SEPOY : **Yesterday** you said that you would have the shirts ready **today** ?
TAILOR : I'm **sorry,** sir. I'll have them ready **tomorrow.**

S : Shirts : trousers, shorts.

2 : You Said You Would Not Come

SAMI : Where did you go after **tea** yesterday ?
MENON : We went to the **(pictures).**
SAMI : Why didn't you take **me** ?
MENON : You said you wouldn't **come.**
SAMI : **That's** right, so I **did.**

S : Pictures : dance, football match, fair, etc.

3 : Might Keep It

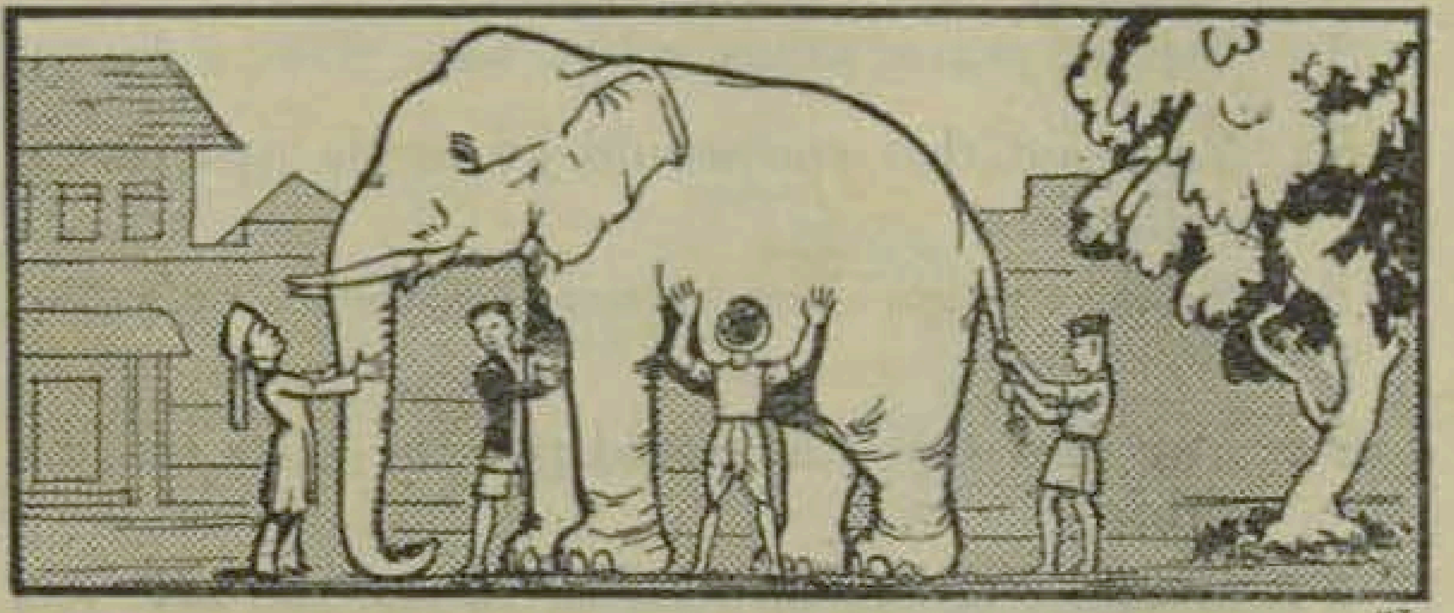
ALI : That's **Khan's** (book). Aren't you going to give it **back** to him ?
AKBAR : He said I might **keep** his book.
ALI : May **I** have it for a day then ?
AKBAR : **Yes,** you **may.**

S : Book : stick, electric torch, bell, knife, etc.

W : Present-Past conversion : He says he will give me a (rupee).

Unit 113

argument, seemed, **whip**



Years **back,** in a little town in North **India,** there were four men who were not able to **see.** Their **eyes** were of no **use** to them. These four men would go about the town **together,** and every **day,** while they were going about the **town,** they would have an **argument** about something or other.

One man would say that something was **white. Another** man would say that it was **black.** And the two men would have an **argument** about it. Or **one** of the men would say that something was **beautiful. Another** man would say that it was **not** beautiful. And the two men would have an **argument** about it. Because they were not able to see **anything** there was no **end** to their arguments. Everyone of them said that **he** was **right** and the **others** were **wrong.** And everyone in the town was tired of **hearing** about their arguments.

One day while they were walking on a road they came across an **elephant.** What was an elephant **like** ? Not **one** of them was able to **see** the elephant. So they put their **hands** on the **body** of the elephant.

The **first** man put his hands on the **mouth** of the elephant, on its long, snake-like '**trunk.**' The trunk of the elephant seemed to him like a long **snake.** So he said," An **elephant** is like a great **snake.**"

The **second** man put his hands on one of the **legs** of the elephant. The leg seemed to him like a tall **tree.** So he said, " An elephant is like a tall **tree.**"

The **third** man put his hands on the elephant's **body.** The body of the elephant seemed to him like a great **bag,** the sort of bag in which we keep things. And so he said, " An elephant is like a great **bag.**"

The **fourth** man put his hands on the **tail** of the elephant. The tail of the elephant seemed to him like a **whip.** And so the fourth man said, " An elephant is like a **whip.**"

Then they had an **argument** about it, everyone saying that **he** was **right** and the **others** were **wrong.**

To the **first** man the elephant **seemed** like a long snake. But an elephant is **not** like a long snake. To the **second** man the elephant **seemed** like a tall tree. But an elephant is **not** like a tall tree. To the **third** man the elephant **seemed** like a great bag. But an elephant is **not** like a great bag. To the **fourth** man the elephant **seemed** like a whip. But an elephant is **not** like a whip.

Sometimes things are not what they **seem** to be. **Most** of us are able to see. We have the **full** use of our eyes. But we see things **differently.** We have a view of only a **part** of the picture. No one has a **complete** view. That is why there are such a great number of **arguments** going on all the time everywhere. If you get into an **argument** make an attempt to see the **other** person's point of view.

1 : What was **wrong** with the four men ?
2 : **Where** were they living ?
3 : Were their eyes of any **use** to them ?
4 : What would they **do** every day ?
5 : What would they **do** while they were going about the town together ?
6 : What sort of argument would they **have** ?
7 : Why did they keep **on** having arguments ?
8 : What did **every** one of them say ?
9 : Why was everyone in the town **tired** of them ?
10 : What did they **come** across one day ?
11 : **Where** did they come across the elephant ?
12 : Were they able to **see** the elephant ?
13 : What did they **do** ?
14 : Where did the **first** man put his hands ?
15 : What did the trunk of the elephant **seem** like ?
16 : What did he **say** ?
17 : Where did the **second** man put his hands ?
18 : What did the leg **seem** like ?
19 : What did **he** say ?
20 : Where did the **third** man put his hands ?
21 : What did the body of the elephant **seem** like ?
22 : What did **he** say ?
23 : Where did the **fourth** man put his hands ?
24 : What did the tail of the elephant **seem** like ?
25 : What did **he** say ?
26 : What did they all do **then** ?
27 : What did the elephant seem like to the **first** man ?
28 : **Is** an elephant like a long snake ?
29 : What did the elephant seem like to the **second** man ?
30 : **Is** an elephant like a tall tree ?
31 : What did the elephant seem like to the **third** man ?
32 : **Is** an elephant like a great bag ?
33 : What did the elephant seem like to the **fourth** man ?
34 : **Is** an elephant like a whip ?

35 : Are all things what they **seem** to be ?

36 : Do we **all** see things the same way ?

37 : Why do we see things **differently** ?

P1 : Yesterday there was an argument about the **(war)** in the mess.

S : War : football match, shooting practice, etc.

N : In P1, 2 and 3 learners are to make statements of the same sort.

2 : You seemed **(ill)** yesterday.

S : Ill : tired, quite well, to be in pain.

3 : The man **seemed** like a (Punjabi).

S : Punjabi : Pathan, Sindhi, Rajput, Bengali, etc.

Seatwork (Units 110-113)

A. *Put the right word in the spaces :*

1. I am going to .... a request.
2. Please .... me a story.
3. They .... an argument with one another last night.
4. There was an argument .... the two men.
5. What was the argument .... ?

B. *Put the word or words in the brackets in the place of the words in sloping print and make any other necessary changes :*

1. I make the tea *every day*. (yesterday)
....
2. He keeps the torch in his box while he *is* out. (was)
....
3. He lets us go out after tea *every day*. (last Sunday)
....
4. We will send a letter *tomorrow* (the day before yesterday)
....
5. They *say* they will come tomorrow. (said)
....
6. He *says* I may go for a walk. (said)
....

C. *Put the errors in these statements right :*

1. He makes me do the cleaning-up yesterday.
....
2. I kept the vessel in the cupboard after tea every day.
....
3. You did not sent the message.
....
4. What it seemed like ?
....
5. He said I may come in.
(*E.g* : He said I might come in.)
....
6. You said you are making the tea.
....
7. I said it seems like a Japanese airplane.
....
8. He said that he is ready to come.
....
9. You said that you see a Japanese soldier under the tree.
....
10. He said that he will give me his hockey-stick.
....
11. They said that they will have a swim.
....
12. We said that we have no books.
....

D. *Put down the opposites of these words :*

1. quiet	....	6. town	....
2. sloping	....	7. slowly	....
3. smooth	....	8. late	....
4. dead	....	9. in danger	....
5. forward	....	10. most	....

E. *Here are statements in two parts. Put the right parts together.*

1. Men put on	blouses.
2. My mother's daughter	is my brother.
3. I keep my thread and needle	in my kit-bag.
4. Ceylon is the name	of a mountain range.
5. Women put on	dhotis.
6. My father's son	is my sister.
7. Good food gives me	pain
8. I keep my blanket	in my haversack
9. Himalayas is the name	of an island.
10. A wound gives me	pleasure.

Unit 114

thunder, slip



114

A. Khan, Das, Sami and Ganpat are going back to their barracks from the **circus.** Khan, Das and Sami are talking about the **animals** which they saw at the circus. But **Ganpat** is still talking about the good-looking **girl** whom he saw at the circus. Who **is** she? What is her **name**? Where does she **come** from? Ganpat says that when the war is over he will go all over the country **looking** for the girl.

There are black **clouds** in the sky. The sepoys see a fork of **light.** It is **'lightning.'** The lightning is very **bright.** In a minute the sound of **thunder** will come to their ears. The sound of **thunder** is like the sound of a great number of **guns** going off one after another. The sepoys have no fear of **thunder.** Thunder is only a **sound.** But they have a fear of **lightning,** because lightning is an electric **current** and may do **damage.**

B. There are **still** thunder and lightning. The sepoys are running **hard** because there may be more **rain** and they have no **coats.** They are running down a **slope** very quickly. Khan is saying, "Take **care.** The road is **wet** and **smooth.** You may have a **slip.**" The sepoys are in danger of **slipping.**

C. Das **is** slipping. In a minute he will come down **hard** on the **stones.** This slope is full of **danger.** Yesterday **Khan** had a slip while he was walking down the slope, and the slip took him into the **drain** at the side of the **road.** If they do not put down some dry **earth** on the road, somebody or other will have a **bad** fall one day and get his **neck** broken.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *thunder, lightning* and *slip.*

A1: Where are Khan, Das, Sami and Ganpat **going**?
2: What are Khan, Das and Sami **talking** about?
3: What is **Ganpat** talking about?
4: What does he **say**?
5: Is the sky **clear**?
6: What do the sepoys see in the **sky**?
7: What **is** the fork of light?
8: What will come to the **ears** of the sepoys in a minute?
9: What is the sound of thunder **like**?
10: Have the sepoys a **fear** of thunder?
11: Why have the sepoys **no** fear of thunder?
12: Have the sepoys a fear of **lightning**?
13: Why have the sepoys a fear of **lightning**?

B1: Are there **still** thunder and lightning?
2: Are the sepoys **walking**?
3: Why are they **running** hard?
4: Are they running **down** a slope or **up** a slope?
5: How is the **road**?
6: What is **Khan** saying?
7: What are the sepoys in **danger** of?

C1: Who is **slipping**?
2: Is the slope **safe**?
3: Who had a slip **yesterday**?
4: **When** did Khan have a slip?
5: Where did the slip **take** him?

P1: Does (thunder) come from a **clear** sky?
S: Thunder: lightning.

2: Does (thunder) do any **damage**?
S: Thunder: lightning.

3: Have you a **fear** of (thunder)?
S: Thunder: lightning.

M1: A Slip Of The Tongue

A: I'm going to do some **writing.** Will you please give me a **pin**?
B: A **pin**? What **for**?
A: No, no, not a **pin.** A **pen.** 'Pin' was a **slip** of the **tongue.**
B: **Oh,** a **pen**? [*Giving pen*]: **Here** you are **!**

2: A Slip Of The Pen

A: Did you get full **marks** in the test yesterday?
B: I got **nine** out of **ten.** There was one error in my test paper.
A: What was **that**?
B: It was a **small** error, the dropping of a **letter.** I had w, i, d, o, w for window, dropping the letter n. It was a slip of the **pen.**

Unit 115

laugh, amusement



A. Khan, Das, Sami and Ganpat are at a **fair.** Today is **Sunday** and they have no **work.** They are looking at two **monkeys.** The two monkeys are walking arm-in-arm on their back legs like a man and a woman who are **'sweethearts.'** Have a look at Khan's **face.** He is having a good **laugh.** He is laughing at the **monkeys.** Have a look at **Das's** face. He, like Khan, is having a good **laugh.** He is laughing at the **monkeys.** Khan, Das, Sami and Ganpat are **all** having a good laugh. They are laughing at the **monkeys.**

B. This is **another** picture of the fair. Khan, Das, Sami and Ganpat are looking at a **man** with great **interest** and **amusement.** The man is very **short;** he is only **one** foot tall. He is the **shortest** man on **earth.** Have a good look at the soldiers' **faces.** They are all **laughing.** Khan is laughing at the man's **cap,** because it is giving him great **amusement.** Das is laughing at the man's **nose,** because it is giving him great **amusement.** Sami is laughing at the man's **dress** because he is getting much **amusement** from the man's dress. Ganpat is laughing at the man's **talk,** because he is getting much **amusement** from the man's talk.

When something gives us **amusement** we give a **smile** or have a good **laugh.** A laugh is **different** from a smile. When we give a **laugh** we make a **sound,** but when we give a **smile** we do not make **any** sound.

Amusement is a sort of **feeling.** Anything which **gives** us this feeling, which is not **work,** which keeps us **laughing** or makes the time go **quickly,** is **an** amusement. **Football** is an amusement. **Hockey** is an amusement. **Card-playing** is an amusement. **Pictures** are an amusement. Looking at monkeys at a **fair** is an amusement. A **place** to which we **go** for amusement is a **place** of **amusement.** A **picture-house** is a place of amusement. A **dance-hall** is a place of amusement. A **fair** is a place of amusement.

A1 : Where are **Khan, Das, Sami** and **Ganpat** ?
2 : Have they any **work** today ?
3 : **Why** haven't they any work today ?
4 : What are they **looking** at ?
5 : What are the two monkeys **doing** ?
6 : What do the monkeys **seem** like ?
7 : What's **Khan** doing ?
8 : What's he laughing **at** ?
9 : What's **Das** doing ?
10 : What's **he** laughing at ?
11 : What are **Khan, Das, Sami** and **Ganpat** doing ?
12 : What are they **laughing** at ?

B1 : What's **this** a picture of ?
2 : At whom are Khan, Das, Sami and Ganpat **looking** ?
3 : **How** are they looking at the man ?
4 : Is the man **tall** ?
5 : How tall **is** he ?
6 : Is he the **tallest** man on earth ?
7 : Are the soldiers **laughing** ?
8 : Why is Khan laughing at the man's **cap** ?
9 : Why is Das laughing at the man's **nose** ?
10 : What's **Sami** getting amusement from ?
11 : What's **Ganpat** getting amusement from ?
12 : What do we **do** when something gives us amusement ?
13 : Is a laugh different from a **smile** ?
14 : **How** is a laugh different from a smile ?
15 : What's amusement a **sort** of ?
16 : What's **an** amusement ?
17 : Is **football** (hockey, etc.) an amusement ?
18 : What's a **place** of amusement ?
19 : Is a **picture-house** (etc.) a place of amusement ?

P1 : Was that a **(laugh)** ?
N : Give a cry, smile, laugh.

2 : Would you have a good laugh if you saw someone giving (me a **blow)** ?
S : Me a blow : me a kick, me a push, me a bite, my hair a pull, my arm a twist.

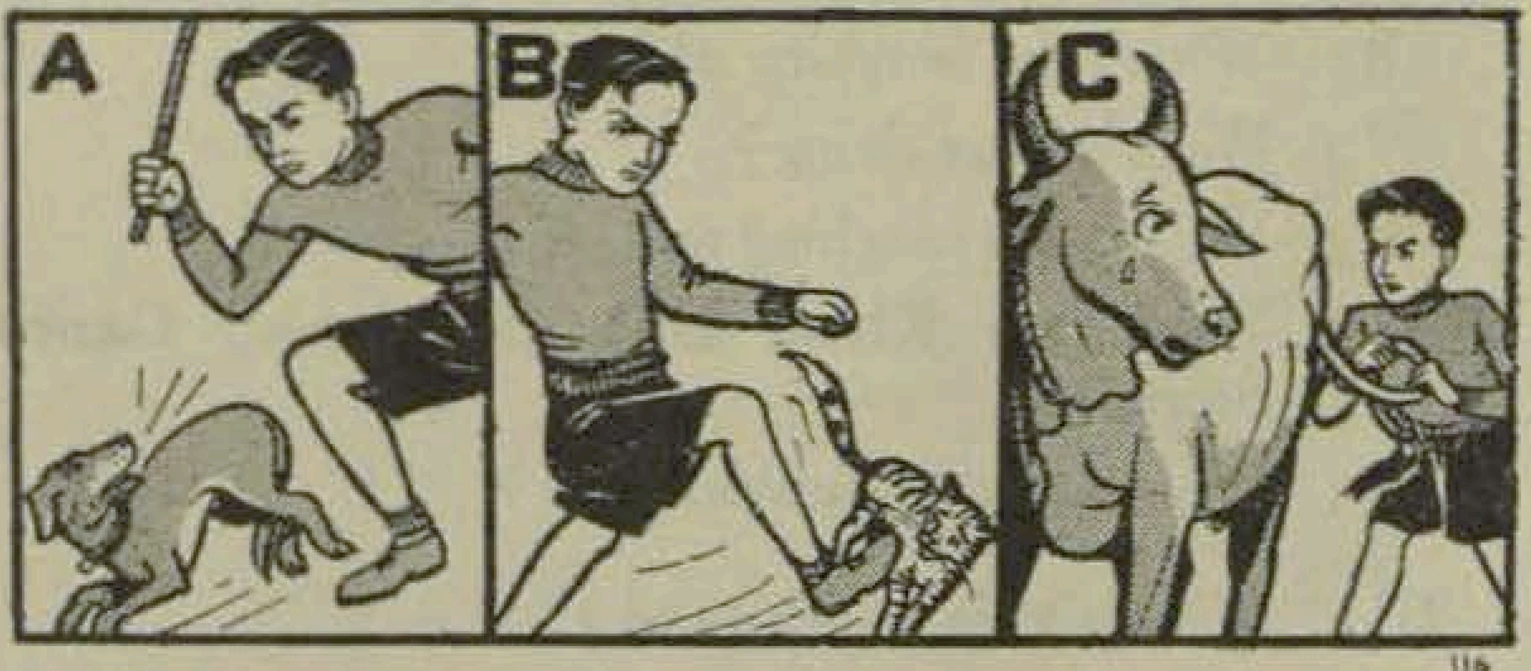
3 : Would it give you **amusement** if you saw me (slipping) on the road ?
S : Slipping : having a fall.

4 : Why do we say that (football) is a sort of **amusement** ?
S : Football : hockey, card-playing, pictures, a play, dancing.

5 : Is a **(cinema)** a place of amusement ?
Cinema : theatre, library, dance-hall, school, fair, office.

Unit 116

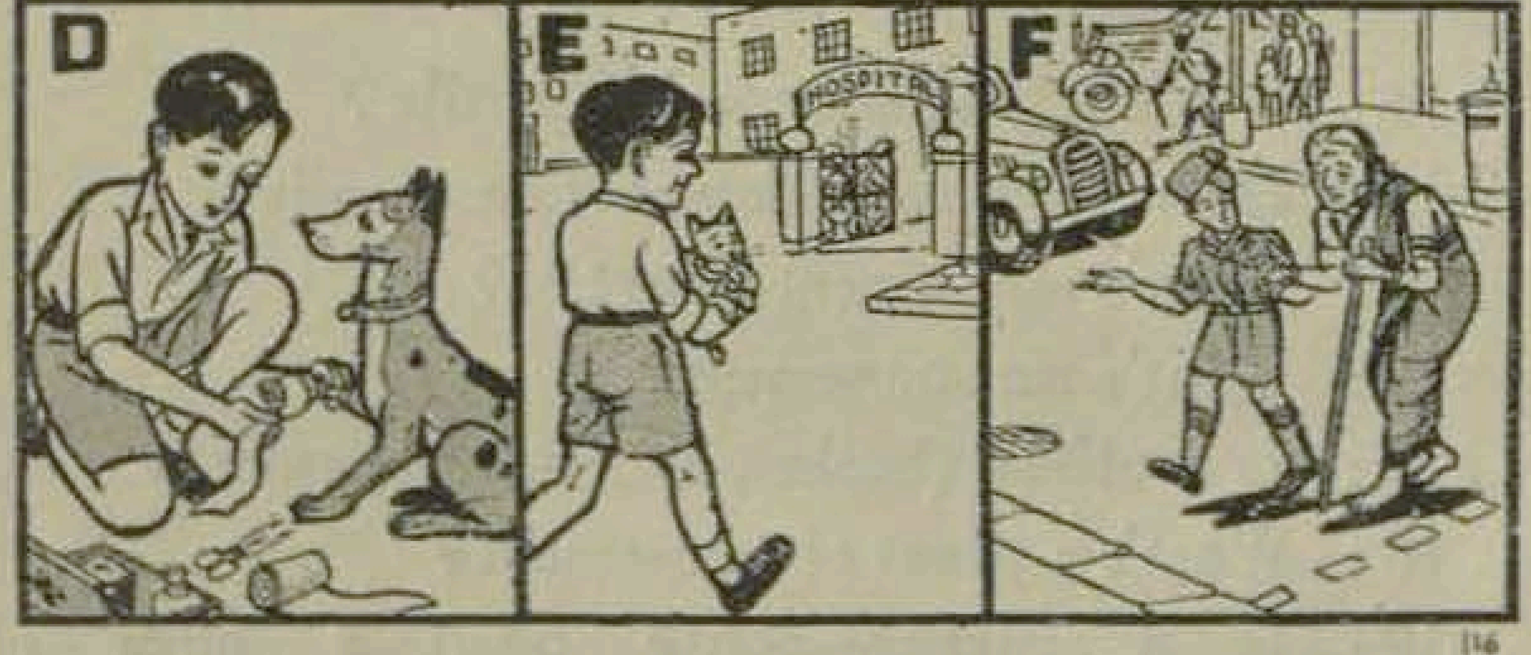
cruel, act, kind



A. Gopal has a **stick** in his hand. He is giving his dog **blows** with the stick. The dog is crying out with **pain.** Gopal is a **cruel** boy. He is cruel to his **dog.** Giving a dog blows with a stick is a **cruel** act.

B. Now Gopal is **kicking** his **cat.** He is giving his cat great **pain.** Gopal is a **cruel** boy. He is very cruel to the **cat.** Kicking a cat is a **cruel** act.

C. Here Gopal is twisting the cow's **tail.** The cow is giving cries of **pain.** But Gopal keeps **on** twisting the cow's tail because it gives him a sort of **pleasure.** Gopal is a **cruel** boy. He is very cruel to the **cow.** Twisting a cow's tail is a **cruel** act.



D. Govinda's dog has a **wound** in one of its legs. Govinda is **dressing** the wound. Govinda is not a **cruel** boy ; he is a very **kind** boy. He is very **kind** to his dog. Dressing a dog's leg when it has a wound is a very **kind** act.

E. Govinda is taking his cat to a hospital for **animals.** The cat is in his **arms.** Govinda is a **kind** boy. He is very **kind** to his cat. Taking a cat to a hospital when it is ill is a **kind** act.

F. Govinda is helping an old **woman** to get across a **road.** Govinda is very **kind** to the old woman. He is doing a very **kind** act.

Govinda is a boy **scout.** Every day he does at least **one** kind act. "Do **one** kind act **every** day." **That** is what the boy scouts say.

Anything which anyone **does** is an **act.** Giving **blows** with a **stick** is an act. **Writing** is an act. **Reading** is an act. **Walking** is an act. **Coughing** is an act. **Breathing** is an act. **Swimming** is an act. **Laughing** is an act. Saying "**Thank** you" is an act.

A1 : What has Gopal in his **hand** ?
2 : What's he **doing** to his dog ?
3 : What's the **dog** doing ?
4 : What sort of **boy** is Gopal ?
5 : To **whom** or to **what** is he cruel ?
6 : What is a **cruel** act ?

B1 : What's Gopal doing to his **cat** ?
2 : Is he giving the cat **pleasure** ?
3 : What sort of **act** is kicking a **cat** ?

C1 : What's Gopal doing to the **cow** ?
2 : What's the **cow** doing ?
3 : Why does he keep **on** twisting the cow's tail ?
4 : Why does it give him a sort of **pleasure** ?
5 : What are **three cruel acts** ?

D1 : What's wrong with Govinda's **dog** ?
2 : What's Govinda **doing** ?
3 : What sort of boy is **Govinda** ?
4 : To **whom** or to **what** is he kind ?
5 : What is a **kind** act ?

E1 : Where's Govinda taking his **cat** ?
2 : **Where's** the cat ?
3 : What sort of **act** is taking a cat to hospital ?

F1 : What's Govinda doing **now** ?
2 : Is that a **kind** act ?
3 : To **whom** is he being kind ?

P1 : Is (**reading**) an act ?
S : Reading : writing, walking, coughing, sneezing, breathing, crying, saying 'good morning', etc.

2 : This morning I gave an old woman help in getting (across a **road**). Was that a **kind** act or a **cruel** act ?
S : Across a road : into a bus, out of a bus, into a train, out of a train.

M1 : That Is Very Kind Of You

A : Why aren't you doing your **writing** ?
B : I haven't a **pencil.**
A : **Haven't** you ? I have **two** pencils. I'll **give** you one.
B : That's very **kind** of you. **Thank** you !

2 : Will You Kindly . . . ?

KHAN : I've a bad **wound** in my right **knee.** Will you please get some **cotton-wool** from that **shelf** ?

ALI : **Yes.** [*Goes and gets it*]

KHAN [*taking it*] : **Thank** you ! Will you kindly get me (a bit of **cloth**) from the **bag** ?

ALI : **Yes.** [*Goes and gets it*]

KHAN [*taking it*] : That's **very** kind of you. **Thank** you !

S : A bit of cloth : some medicine.

3 : Cruel To Be Kind

RAM : I'm going to give Prem a **punishment.**

SITA : **Why** ?

RAM : I saw him pulling a little girl's **hair** in the street this morning. That was a very **cruel** thing to do.

SITA : What **sort** of punishment will you give him ?

RAM : I'll do to **him** what **he** did to the little **girl** and give him the same sort of **pain.** That is the **best** sort of punishment.

SITA : Why not make it **clear** to him that what he did was **cruel** and let him **off** ?

RAM : If **I** let him **off** he'll do it **again,** and if he is not kind to **others** no-one will **ever** be kind to **him.** It's for **his** good. A punishment of this sort may **seem** cruel, but it is a **kind** act. It is being **cruel** only to be **kind.**

4 : A Cruel Man

[*Krishna and Radha are married*]

KRISHNA : I'm going to **office.** Please get my **meal** ready. **Quick !**

RADHA [*powdering face*] : I'll get it ready in a **minute.**

KRISHNA [*angry*] : Are you getting hard of **hearing** ? I said, **'Quick.'** I'm going to **office.**

RADHA : The meal is **almost** ready. It'll be **quite** ready in a minute, Krishna.

KRISHNA [*very angry*] : What's the use of powdering your **face** or painting your **lips** ? **That** won't make you any more beautiful than you are now.

RADHA : That's a very **cruel** thing to say ; you're wounding my **feelings.**

KRISHNA : Will you kindly get my **meal** ready ?

RADHA : Krishna, you're good and kind to **everyone** but not to **me.** You're kind to your **friends,** you're kind to your **servants,** you're kinder to your **dog** than you are to **me.**

KRISHNA [*not giving any attention to what she is saying*] : Please get my meal ready **quickly.**

RADHA : If you don't make an attempt to be kinder to me than you are **now** I'll go back to my **mother** and take the **boys** and **girls** with me.

KRISHNA : And so I'm **cruel**, am I ?

RADHA : **Aren't** you ?

KRISHNA : What makes you **say** so ?

RADHA : Some time back I was **ill** and you did not give me the **least** attention.

KRISHNA : I got a **doctor** to see you.

RADHA : That was **very** kind of you ! When something goes wrong at the **office** you come back and say cruel things to **me.**

KRISHNA : When did I do **that** ?

RADHA : When you're **happy** you go to the **club** and when you're **not** happy you keep indoors and give me angry **looks.**

KRISHNA : What are you **saying** ?

RADHA : I do my **best** to make you happy but that isn't **good** enough for you.

KRISHNA : **That'll** do. Now will you kindly go and get my **meal** ready ?

RADHA : There's **more.** I'm **not** a beautiful woman. But laughing at a woman's looks because she is not beautiful is one of the **cruellest** things to do.

KRISHNA : What's **wrong** with you today ?

RADHA : You seem to take a **pleasure** in giving me **pain.**

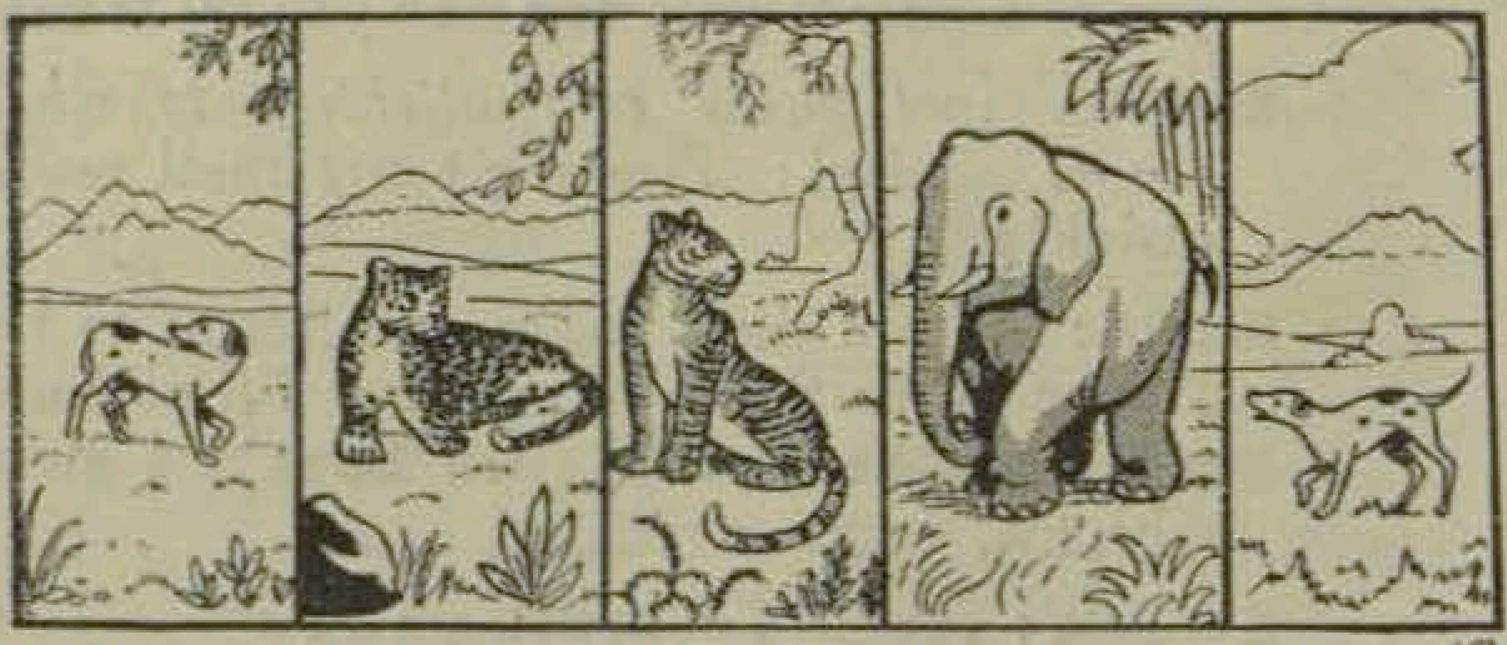
KRISHNA [*putting on coat and hat quickly*] : **Well, well,** I'll go **without** my food. [*Goes out*]

S : **A.** *Put the right word from this list in the spaces :* act, cruel, fall, kind, amusement, thunder, laughing.

1. It is not the sound of bombs ; it is the sound of..........................
2. Anything we do is an..........................
3. Card-playing is an..........................
4. The road is very smooth ; take care, you may have a..........................
5. I am..........................at the monkeys because they are giving me amusement.

Unit 117

become, became



A. A long time **back** there was a **'sadhu'** who was living in a great **wood** on the slopes of the **Himalayas.** He had no **family** and no **friends.** His only food was **fruit** and the roots of different **plants.** There were great numbers of **leopards, tigers, elephants, lions,** and other animals in the wood. But the man was so **good** and **kind** that even **these** kept away and let him go about without doing anything **to** him. He had a little **dog,** and wherever the **man** went the dog went **with** him. The sadhu was very **good** to his little dog. It was his only **friend.**

B. One day a **leopard** came up to the man's house looking for **food.** When it saw the **dog** its tail went up in the air and it gave a loud cry saying, "Food at **last!** I am going to make a **meal** of this dog." The leopard's cry put **fear** into the dog's heart; quickly it went running to the sadhu and said, "There is a **leopard** after me. It's going to make a **meal** of me. Please do something to keep me safe from the **leopard.**" The man was very **sorry** for his little dog. He said, "Have no **fear,** my son. I will make **you** into a leopard." Then he put his hands on the dog's head and said, "**Dog,** become a **leopard!**" That **very** second the dog became a **leopard.** And when the leopard at the door saw **another** leopard coming out of the house it went away to another part of the wood.

The dog-leopard now had no use for **fruit** or **roots.** It went after **other** animals for food, and little by little it became more and more **cruel.**

C. But it was **still** not safe. One day a **tiger** came up to the sadhu's house looking for food. When it saw the **leopard** its tail went up in the air and it gave a loud cry saying, "Food at **last!** I'm going to make a **meal** of this leopard."

When the dog-leopard saw that it was in danger it again went running to the sadhu and said, "There's an angry **tiger** after me. It says that it is going to make a **meal** of me. Please do something to keep me **safe.**"

The man was very **sorry** for the poor dog-leopard. "Have no **fear,** my son," he said. "I will make **you** into a tiger." Then he put his hand on the dog-leopard's head and said, "**Leopard,** become a **tiger.**" There and then the dog-leopard became a **tiger.** And when the tiger at the door saw **another** tiger coming out of the house it went away to another part of the wood.

The dog-leopard-tiger now had no use for a **leopard's** food. It went after the **sheep** and **goats** which were about the house, and little by little it became even **more** cruel than before.

D. But **still** it was not safe. One day when the dog-leopard-tiger was having a rest in front of the house a great **elephant** came running out of the wood. The elephant had long sharp **teeth** and its cry was like the noise of **thunder.** Quickly the dog-leopard-tiger got up and again went to the sadhu. "Father," it said, "there's an **elephant** after me. As long as this elephant is about the place I will not be **safe.** Please do something to make it go **away.**" Feeling very **sorry** for the poor dog-leopard-tiger, the sadhu said, "My son, have no **fear!** I will make **you** into an elephant." Then he put his hand on the tiger's head and said, "**Tiger,** become an **elephant!**" There and then the dog-leopard-tiger became an elephant. And when the elephant at the door saw **another** elephant coming out of the house it went away to some other part of the wood.

The dog-leopard-tiger-elephant was now the **greatest** and **strongest** animal in the wood. All the other animals went in **fear** of it. It was quite safe from all the **other** animals. It was no longer in danger of **any** sort. It had no more use for the **sadhu.** And day by day the elephant became more and more cruel in its **ways.**

E. One day the sadhu was going down to the river to have his bath when he saw the elephant talking to a **tiger.** The elephant was saying, "**Tonight,** when the man is in **bed,** I will put one of my great **feet** on his chest. That will be the end of **him.** When he is **dead** I will take his body and put it in a hole in the **earth.** Then there will be **no-one** in all this wide wood as great as **I** am."

This made the sadhu very **angry.** Going up to the elephant he said, "**Dog,** you may be an **elephant** now, but there was a time when you were only a **dog.** It was **I** who made you a leopard. It was **I** who made you a tiger. It was **I** who made you an elephant. Why did I **do** all this? It was to keep you safe from the **other** animals. And now you are talking of crushing me to **death** and putting me in a hole in the **earth.** A dog may become a **leopard.** It may become a **tiger.** It may become an **elephant.** But it is still a **dog . . .** I who made you an **elephant** will now make you a **dog** again."

And putting his hand on the elephant's trunk he said, "**Elephant,** become a **dog.**" And the elephant became a **dog** again, and the dog went in fear of **leopards** and **tigers** and **elephants** all the rest of its days on **earth.**

A1 : Where was the sadhu **living** ?
2 : Did he have a **family** ?
3 : Did he have any **friends** ?
4 : What was his **food** ?
5 : What sort of **animals** were there in the wood ?
6 : Did the leopards and tigers **do** anything to him ?
7 : What animal did the sadhu have with him in the **house** ?
8 : Why was the sadhu so **good** to his little dog ?

B1 : What came up to the man's house one day looking for **food** ?
2 : What did it do when it saw the **dog** ?
3 : What did it **say** ?
4 : What did the leopard's cry do to the **dog** ?
5 : Where did the dog **go** ?
6 : What did it **say** to the sadhu ?
7 : Was the man **sorry** for his little dog ?
8 : What did he **say** ?
9 : Where did he put his **hands** ?
10 : What did he **say** ?
11 : What did the dog **become** that very second ?
12 : What did the leopard at the door do when it saw **another** leopard coming out of the house ?
13 : Did the dog-leopard take the same food as **before** ?
14 : How did it **get** its food ?
15 : In what **other** way did it become different ?

C1 : Was it quite safe **now** ?
2 : What **other** animal came up to the sadhu's house one day looking for food ?
3 : What did it do when it saw the **dog-leopard** ?
4 : Where did the dog-leopard go when it saw that it was in **danger** ?
5 : What did it **say** to the sadhu ?
6 : Was the man **sorry** for the poor dog-leopard ?
7 : What did he **say** ?
8 : Where did he put his **hands** ?
9 : What did he **say** ?
10 : What did the dog-leopard **become** ?
11 : What did the tiger at the door do when it saw **another** tiger coming out of the house ?
12 : Did the dog-leopard-tiger have the same food as **before** ?
13 : How did it **get** its food ?
14 : In what **other** way did it become different ?

D1 : Was it quite safe **now** ?
2 : What **other** animal came running out of the wood one day when the dog-leopard-tiger was having a rest ?
3 : What sort of **teeth** did the elephant have ?
4 : What was its **cry** like ?
5 : Where did the dog-leopard-tiger **go** ?
6 : What did it **say** to the sadhu ?
7 : Was the sadhu **sorry** for the poor dog-leopard-tiger ?
8 : What did he **say** ?
9 : Where did he put his **hands** ?
10 : What did he **say** ?
11 : What did the dog-leopard-tiger **become** ?
12 : What did the elephant at the door do when it saw **another** elephant coming out of the house.
13 : Why did all the other animals go in **fear** of the dog-leopard-tiger-elephant ?
14 : Why was the sadhu of no more **use** to it ?

E1 : What did the sadhu **see** when he was going down to the river to have his bath ?
2 : What was the elephant **saying** ?
3 : Did this make the sadhu **happy** ?
4 : Who made the dog into a **leopard** ?
5 : Who made the dog-leopard into a **tiger** ?
6 : Who made the dog-leopard-tiger into an **elephant** ?
7 : Why did the sadhu **do** this ?
8 : What did the sadhu say he was going to **do** to the dog-leopard-tiger-elephant ?
9 : Where did he put his **hands** ?
10 : What did he **say** ?
11 : What did the elephant **become** ?
12 : What was the dog's **punishment** ?

P1 : Here's some **water**. .. Will the water become **(bitter)** if I put some **(sugar)** into it ?
S : Bitter, sugar : acid, quinine ; sweet, salt.

2 : At what time does it become dark here in **(December)** ?
S : December : January, February, June, July, August.

3 : Does it become **(warmer** and **warmer)** from **(September** to **December)** ?
S : Warmer and warmer, September to December : colder and colder, March to June.

4 : My friend was only a **(sepoy)** till June last year. In June he became a **(lance-naik)**.
S : Sepoy, lance-naik : lance-naik, naik ; naik, havildar ; havildar, jamedar ; jamedar, subedar ; subedar, subedar-major, etc.
N : Learners are to make statements of the same sort.

Unit 118

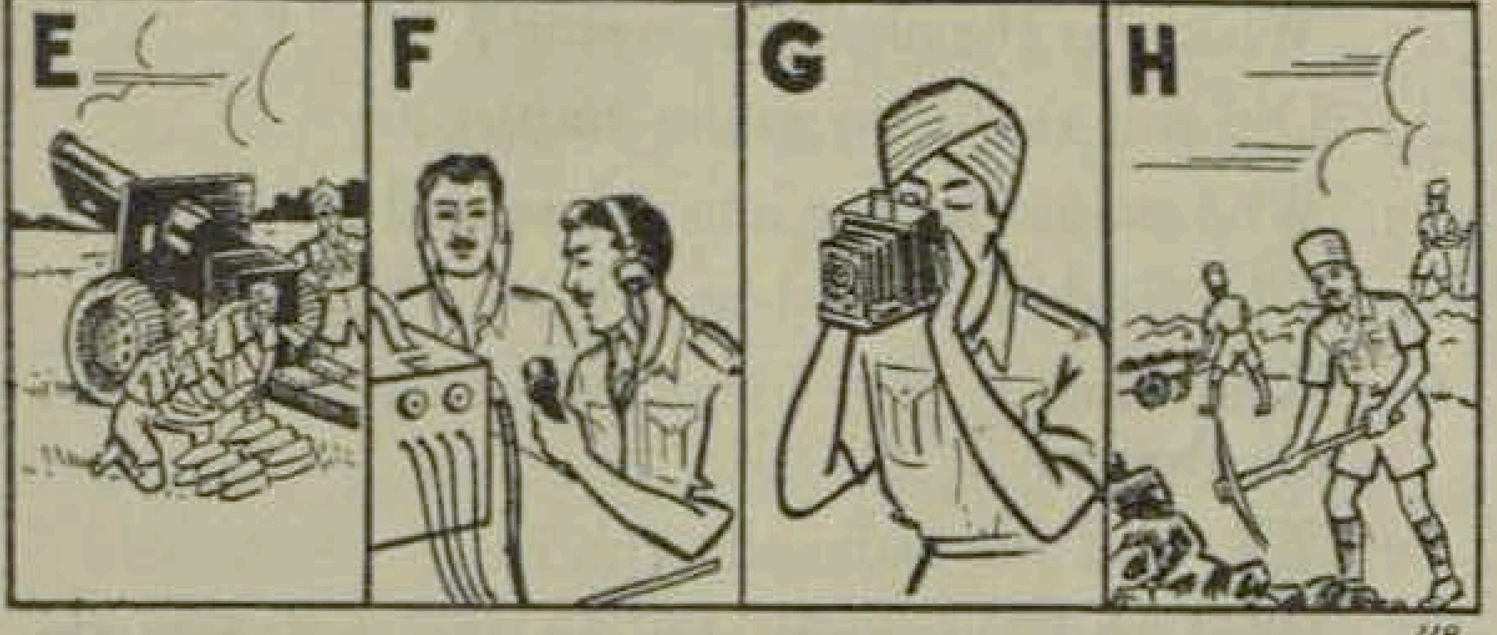
maker, worker, postman, fisherman



118

A man who makes **cloth** is a **cloth-maker.** A man who makes **shoes** is a **shoe-maker.** A man who makes **glass** is a **glass-maker,** and a man who makes **clocks** and **watches** is a **watch-maker.**

Some men do **wood-work,** they are **wood-workers.** They make **seats** and **tables ;** they get a living by doing **wood-work. Some** men do work in other men's **gardens ;** they are **gardeners.** They get a living by working in other men's **gardens. Other** men do work on a **farm ;** they are **farmers.** They get a living by **farming.**



118

In the **Army** we have **gunners**—men whose work is firing the **guns ; signallers**—men whose work is **signalling ; photographers**—men who take **photograps ;** and **sappers** and **miners.**

In **towns** we have **postmen**—men who come to the house with our **letters ; firemen**—men who put out **fires ; storemen** or **storekeepers**—men who keep a **store ; fishermen**—men who get us **fish ;** and **washermen**—men who get a living by washing our **clothing.**

C : By putting *er* after words like *make* or *gun* or *photograph* we get other words like *maker—one who makes, photographer—one who takes photographs.* In the same way by putting *man* after such words as *post* or *fire* we get *postman—one who gets our post, fireman—one who puts out fires.*

1 : What is a **cloth-maker** (shoe-maker, etc.) ?

2 : What is a **gunner** (signaller, etc.) ?

P1 : What sort of work does an **(armourer)** do ?

S : Armourer : painter, joiner, sapper, miner, etc.

2 : How does a **(tailor)** get a living ?

S : Tailor : barber, cook, doctor, teacher, engineer, storeman, etc.

M : I Will Be A Mill-Owner

RAM : How are you all getting on at **school,** boys ?

GOVINDA : Very **well,** father.

RAM : What are you going to be when you're a **man,** Govinda ?

GOVINDA : I'm going to be a **mill-owner.**

RAM : **Why** ?

GOVINDA : Mill-owners make much **money,** father. And I won't be **happy** if I haven't much **money.** That's why I'm going to be a **mill-owner** when I'm a man.

RAM [*laughing*] : Not **every** mill-owner is able to make money, Govinda . . . What are **you** going to be when you're a man, Gopal ?

GOPAL : I'm going to be a **farmer.**

RAM : A **farmer** ? Why a **farmer** ?

GOPAL : Today we get very little **produce** from our land. If I become a farmer I'll be able to make a number of tests with better **ploughs,** better **fertilizers,** and better **seeds,** and make the land more **fertile. . . That's** why I'm going to be a farmer.

RAM : That's helping the **country.** That's better than making **money . . .** And what about **you,** Prem ?

PREM : I'm going to be a **teacher.**

RAM : A **teacher** ? Why a **teacher** ?

PREM : Well, it's nothing new to you that I take a great interest in **books,** father . . . And whenever I have time I give my little sister teaching in **reading** and **writing.** I've a feeling that I'll make a **good** teacher, and the more good **teachers** there are the better off **India** will be.

RAM : You're quite **right,** Prem. . . After you become a **B.A.** I'll send you to a teachers' **training** school . . . And what are **you** going to be when you're a man, Pratab ?

PRATAB : **I'm** going to be an **airman.**

RAM : Oh ! **Why** ?

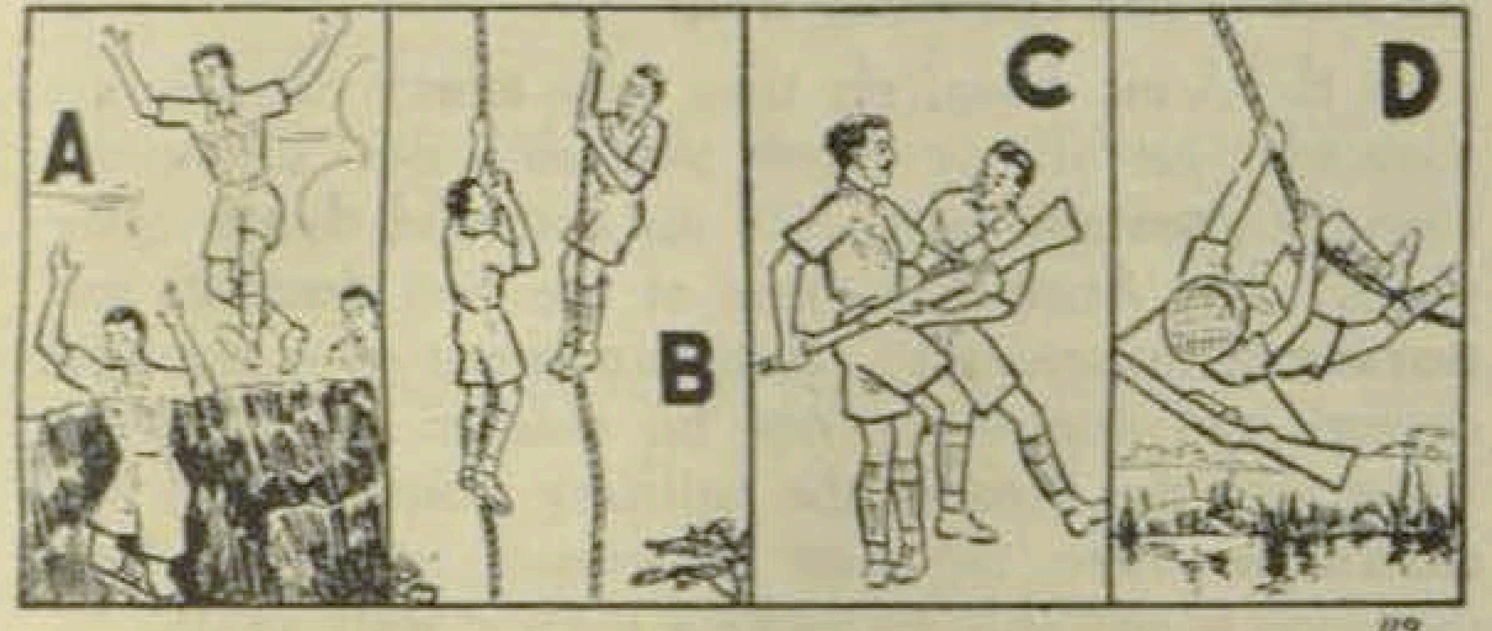
PRATAB : They all have such beautiful **uniforms . . .** If I become an airman they'll give **me** a beautiful uniform and everyone will keep on **looking** at me.

RAM : An airman has **harder** things to do than dressing **up, Pratab . . .** Well, we'll **see . . .** Time to go to office **now. Good-bye!** [*Goes out*]

ALL : **Good-bye!**

Unit 119

training



Here are four pictures of what they do at an Army **Training** School. The instructors are teaching the recruits how to get down with a **jump,** how to get up a wall with the help of a **rope** (strong cord), how to get a **weapon** out of an enemy soldier's **hand** in hand-to-hand fighting, how to get across a **river,** and so on. The instructors are training a number of recruits to become good **soldiers.** After training **one** group of recruits the instructors will take on **another** group.

A recruit does **P.T.** (physical training) **every** morning. Without physical training he will never be able to become **strong** or keep himself **healthy.** Without physical training he will **never** make a good soldier.

Every recruit in the Army goes to one of the Army **training** schools for his **training.**

There are a great **number** of different sorts of training schools in the Army. There is a training school for **military police,** where they give the men training in the duties of a **military policeman.** There are training schools for **tank** crews, where they give the men training in the duties of a **tank** crew. There are **air** training schools where they give the men training in the duties of a **pilot, gunner, photographer, signaller** and so on.

Then there is a training school for **commandos.** Of **all** the men in the Army, those who are training to become **commandos** have the **hardest** time at the training school. Here are some of the things which the men get training in at a **commando** training school: getting across a **river,** swimming all the way against a strong current with full **equipment** on; firing guns when up to the neck in **water**; quick **running** on very narrow boards; going up or down sharp **slopes** from land to sea or sea to land; going without **food** for a long time; making **fires** which the enemy is not able to **see**; going on long **marches,** sometimes as long as **sixty** miles at a time.

They take in only the **healthiest** and **strongest** men at a commando training school because the training of a **commando** is the hardest of all in the Army.

1: What are **these** pictures of?

2: What's the instructor teaching the recruit in the **first** picture?

3: What's the instructor teaching the recruit in the **second** picture?

4: What's the instructor teaching the recruit in the **third** picture?

5: What's the instructor teaching the recruit in the **fourth** picture?

6: What are the instructors training the recruits to **be**?

7: What will these instructors do after training **one** group of recruits?

8: What does a recruit do **every** morning?

9: **Why** does he do this?

10: Will he make a **good** soldier without P.T.?

11: Where does every recruit go for his **training**?

12: What do they do at an **M.P.** training school?

13: What do they do at a **tank** training school?

14: What do they do at an **air** training school?

15: Who have the hardest time of **all**?

16: What are some of the things which men get training in at a **commando** training school?

17: What sort of **men** do they take in at a commando training school?

18: Why do they take in only the **healthiest** and the **strongest** men at a commando training school?

P1: Where does a **(doctor)** have his training?

S: Doctor: engineer, teacher, airman, etc.

N: Answer: At a training school for (doctors), etc.

2: Who gives you a training in **(signalling)**?

S: Signalling: hand-to-hand fighting, swimming, jumping, rifle practice, etc.

N: Answer: An instructor gives me a training in (signalling), etc.

M: Sender's Name

KHAN [*at post-office*]: I'm going to send a telegram to a friend. May I have a **form**?

CLERK [*giving form*]: **Here** you are!

KHAN [*after looking at form*]: What do you put in this place **here**?

CLERK: The sender's **name.**

KHAN: The **sender's** name?

CLERK: **Yes,** the name of the person who **sends** the telegram. That's **you.**

KHAN: **Thank** you! (*Gives form to clerk after writing the message*).

Unit 120

death, though, attack, even



Here are pictures of three **V.C.'s** of this war.

A. The first picture is that of Sepoy **Kamal Ram,** 8th Punjab Regiment, of the village of Bholupura, Karauli State. A twenty-year old Hindu Gujar, he is the Indian Army's **youngest** V.C. He was the first **sepoy** to get the V.C. in this war, and the first Indian **soldier** to get it on the **Italian** front.

In one of the battles in South Italy he 'put out of action' two **machine-gun** posts without help from any other man. He then put to **death** one German **officer** and took ten **prisoners.** Though he was in great danger there was no **fear** in his heart. After the battle they took him by air to **England,** where King George VI gave him the **V.C.**

B. This is Subedar **Richpal Ram,** of the 6th Rajputana Rifles.

In an attack on an enemy position in front of **Keren,** on February 7th, 1941, he took his commander's place and, though he had only **thirty** men with him, went forward to the **attack,** bayonet in hand, and got to the place which they were attempting to **take.** The enemy came back stronger than **before,** but though there were a **great** number of them he kept them **off,** with rifle and machine-gun fire, for four and a half **hours.** When he saw that there was no more **ammunition** he made his way back **through** the enemy, **fighting** all the time, till he got to the Indian **lines.** On February 12th he made **another** attack on the same enemy position. In the fight his right **foot** was cut off. But he would not give **up.** Though half-**dead** he kept on crying to his men, **"Forward !** We will **still** get there." His death took place on the field of **battle,** before there was time to get him to a **hospital.**

C. This is Naik **Nand Singh,** of the 11th Sikh Regiment. In the fighting in Arakan, on the night of March 11, 1944, he got six **wounds.** Though there was no-one to give him **help,** and the enemy were very **strong,** he took three **trenches,** one after another, and put to death seven **Japanese.** The rest of his platoon was then able to get to the top of the **hill,** where they put to death still **more** Japanese and took all their **arms** and **equipment.**

Sepoy Kamal Ram, Subedar Richpal Ram and Naik Nand Singh are only **three** of a great number of men in the Indian Army who are completely without **fear.** It is a sad thing that some who have wounds come to their death on the battle-field before the doctors are able to give them any **help.**

In the Army hospitals they take **every** care of the men who get ill or have wounds. But sometimes even the **greatest** care is of no use, and **death** takes place. The Army has some of the best **doctors** and **nurses** in the country. But sometimes even the **best** doctors and nurses are not be able to **do** anything. They give the men in the military hospitals the best **medicine** there is. But sometimes even the **best** medicine is not able to make a soldier **well** again.

C: MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *though, even, death, attack.*

Though he was in great danger there was no fear in his heart=He was in great danger. Still there was no fear in his heart.

A1 : Who are these three **men** ?
2 : Who is the man on the **left** ?
3 : What **regiment** is Sepoy Kamal Ram in ?
4 : Where does he **come** from ?
5 : How **old** is he ?
6 : Why is this of **interest** ?
7 : Was he the first Indian **soldier** to get the V.C. in this war ?
8 : What was he the first **Indian** soldier to get ?
9 : What did he **do** ?
10 : Did he get any **help** from anyone ?
11 : Whom did he put to **death** ?
12 : Did he take any **prisoners** ?
13 : He was in great **danger.** Was there any **fear** in his heart ?
14 : Where did they take him **after** the battle ?
15 : Who gave him the **V.C.** ?

B1 : What's the name of **this** man ?
2 : What regiment is **he** in ?
3 : What was the attack **on** ?
4 : Whose **place** did he take ?
5 : What was the number of his **men** ?
6 : There were only **thirty** of them. Did they go forward to the **attack** ?
7 : Did they get to the place which they were attempting to **take** ?
8 : What did the **enemy** do ?
9 : There were a great **number** of them. Was he able to keep them **off** ?

10 : How long did he keep them off **for** ?

11 : What did he keep them off **with** ?

12 : What did he do when he saw that there was no more **ammunition** ?

13 : When did he make **another** attack on the same enemy position ?

14 : Which part of his body was cut off in the **fight** ?

15 : He was half-**dead.** But what did he keep on **doing** ?

16 : Where did his **death** take place ?

C1 : Who is **this** ?

2 : What **regiment** is he in ?

3 : Where did he get his six **wounds** ?

4 : The enemy were **strong** and there was no-one to give him **help.** But did he give himself **up** ?

5 : Did he put to death any Japanese **soldiers** ?

6 : What was the **rest** of the platoon then able to do ?

7 : Whom did the platoon put to **death** ?

8 : What did they **take** from the Japanese ?

9 : Are these three men the **only** soldiers in the Indian Army who are completely without fear ?

10 : What is a sad **thing** ?

11 : Do they take good **care** of men in Army hospitals ?

12 : Why do some of them come to their **death** then ?

13 : What sort of **doctors** and **nurses** are there in the Army ?

14 : Are they able to keep **every** man with wounds from death ?

15 : **Why** not ?

16 : What sort of **medicine** do they give the men in military hospitals ?

17 : Does it make **every** soldier well again ?

(N : The learners are to make statements of the same sort in all these P. drills.)

P1 : Though it is (**November**) the weather is **warm.**

S : November : December, January, February.

2 : Though it is (**May**) the weather is **cold.**

S : May : June, July, August.

3 : Though it is (**June**) there is no **rain.**

S : June : July, August.

4 : Though he is **fifty** years old he has a game of (**football**) every day.

S : Football : hockey, etc.

5 : Though he hasn't much **money** he gets an (ornament) for his sweetheart every **month.**

S : Ornament : sari, blouse, etc.

6 : Though he is still a **recruit** he is one of our best (**shots).**

S : Shots : signallers, etc.

7 : Though there were only (**two**) of them in the section they made an attack on the enemy **position.**

S : Two : three, etc.

8 : His mouth was very **dry.** But there wasn't even a drop of (**water**) in the house.

S : Water : milk, coffee, etc.

9 : The (meat) is so **hard** that I'm not able to get it cut even with the **sharpest** knife.

S : Meat : laddu, etc.

10 : The (mango) is so high **up** that I'm not able to get it off the tree even with my **longest** stick.

S : Mango : apple, etc.

11 : On the first of last month we made an attack on (an) (enemy **position**).

S : Enemy position : machine-gun post, airfield, town, ship, U-boat, etc.

12 : The (Japanese) were attacking us in great **numbers.**

S : Japanese : Germans, Italians.

S : A. *Put the right word from this list in the spaces :* become, training, even, death, attack.

1. When did you .... friends ?
2. After the man's .... his property went to his sister.
3. A commando's .... is very hard.
4. He was so ill that .... the best medicine was of no use.
5. The .... on Kohima town went on for fourteen days.

B. *Put the right word in the spaces :*

1. He .... a training in wood-work while he was in the Army.
2. They .... him a training in signalling last year.
3. The sepoy .... to death four Japanese soldiers.
4. His .... to his death at four o'clock last Sunday.
5. The Germans .... an attack on us with hand grenades.
6. His right hand was cut off .... the attack.
7. How does he .... a living ?

Seatwork (Units 1-120)

A. *Put a line under the words joining two statements :*

1. We went down to the river and had a swim.
2. The hotel was small but there was enough room for four of us.
3. They sent him away because he was not very healthy.
4. Though she was old she still took an interest in dress.
5. If you give me a sheet I will give you a shawl.
6. I was reading while they were talking to one another.
7. He says that he is going to Calcutta tomorrow.
8. We went on till we came to the walls of the town.
9. When I get back from parade I am very tired.
10. This is the place where we have our shooting practice.
11. That is why he is in bed.
12. Is that the man whom we saw yesterday ?
13. The man who has the radio set is the signaller.
14. The car which has a flag on it is my car.
15. The man whose leg was broken in yesterday's battle will get a V.C.

B. *Put the right joining word in the spaces :*

1. I gave my dog a wash..........put him out in the sun.
2. ....you are only fifteen years old they will not take you into the Army.
3. We put on our great coats..........it is very cold.
4. I said..........we were soldiers.
5. ....the land is fertile it gives very little produce.
6. He gave me the news..........I was cleaning my rifle.
7. We kept on playing..........it was quite dark.
8. This is the place..........the airplane came down.
9. That is..........he is angry.
10. The man..........is in the seat is our teacher.
11. That is the cook..........we sent away yesterday.
12. ....the war is over I will go back to my farm.
13. The street was bright..........the house was dark.
14. The curtain..........is over the door is blue.
15. Not every man..........hair is white is old.

C. *Put a line through the wrong word or words in the brackets :*

1. The man (who, which) is in a blue uniform is an airman.
2. The building (who, which) is across the road is the C.O.'s office.
3. Every man (who, whom, whose) mother-tongue is Tamil is to come out in front.
4. The man (who, whom, whose) we came across a minute back is the C.O.

D. *Put the right word in the spaces :*

1. Is that the room..........which you do your cooking ?
2. Where is the store..........which you get your blades ?
3. That is the school..........which my son goes.
4. What is the name of the man..........whom you gave your pen ?
5. The man..........whom I got the money is now dead.

E. *Put the statements on the right in a different order so that they may make sense when joined to the statements opposite them on the left by* though :

1.	It is cold	though	it is bright outside.
2.	The walls are safe	though	she has white hair.
3.	We have work to do	though	it is summer now.
4.	The woman is young	though	it is past five now.
5.	Tea is not ready	though	there are cracks in them.
6.	It is dark inside	though	it is Sunday today.

F. *Put the right word, from this list, in the spaces :*

dry, bright, black, sweet, smooth, red, strong, sharp, hard, quick.

1. as..........as ink.
2. as..........as sugar.
3. as..........as blood.
4. as..........as glass.
5. as..........as a horse.
6. as..........as a stone.
7. as..........as a needle.
8. as..........as day-light.
9. as..........as a bone.
10. as..........as a bullet.

G. *Put the right word, from this list, in the spaces :*

more, most, less, least.

1. An electric light gives..........light than an oil light.
2. It is..........cold at the foot of a mountain than at the top.
3. Of all the women she is the..........beautiful.
4. Wet earth is..........sticky than dry earth.
5. I will give this torch to the person who has the..........use for it.
6. He is more like his mother and..........like his father.
7. He is a quiet boy and makes..........noise than the others.

8. Of the three months April, May and June, April is the month which is..................................warm.
9. There are......................men in a regiment than in a platoon.

H. *Put down the right form of the word in brackets* :

1. My brother is (old).................................than I am.
2. This is the (small)..............................pencil of all.
3. My shirt is (clean)..............................than your shirt.
4. Though he is the (young)....................man in the platoon he is not the (small)..............................
5. This road is (narrow)................................but (clean) ....than that road.
6. He is the (strong).........................of the two boys.
7. My bucket is (full)..........................than your bucket.
8. Of the four men he is the (quick)..........................
9. These are the (old).........................trousers I have.
10. There are ten rooms in the barracks ; but this is the (bright)..............................of them all.

I. *Put these statements differently by using* so. . . that *or* such. . . that :

1. He is very ill. He won't be able to go to the station on foot.

....

2. He is very short. He won't be able to take the bottle off the shelf.

....

3. The coffee is very warm. You won't be able to put your hand on the cup.

....

4. There was much rain. We were not able to go out.

....

5. There was a very loud noise ; it made all of us get up.

....

J. *Put a line through the wrong word or words in the brackets* :

1. He got up (quick, quickly).
2. The train is going (slow, slowly).
3. If you are (slow, slowly) you will be late for parade.
4. 'Go away,' he said (angry, angrily).
5. The sergeant will be (angry, angrily) with you.
6. The table is (complete, completely) broken.
7. The work is (complete, completely) now.
8. He went away (quite, quietly) with a (sad, sadly) look on his face.

K. *Put these statements differently by using the '-er' form of the words in sloping print* :

1. The man who takes care of my *garden* is old.

....

2. This is a picture of some men who do *farming*.

....

3. Is there anyone who gives her *help* ?

....

4. He gets a living by *painting* pictures.

....

5. What is the name of the man who is *sending* this money order ?

....

6. He comes first in all our *running* competitions.

....

7. Is he good at *swimming* ?

....

8. We have a thousand men *working* in this factory.

....

9. That man *makes* shoes.

....

L. *Give answers to these questions* :

1. What's a fisherman ?

....

2. What sort of work does a postman do ?

....

3. How does a fireman get a living ?

....

M. *Put down the right form of the words in brackets* :

1. Yesterday we........................some paint on these walls. (put)
2. He..in a lorry last Sunday. (go)
3. The man.......................to our quarters yesterday. (come)
4. He.......................us the money last week. (give)
5. They.....................a loud noise when they went away. (make)
6. I..................................him to the Recruiting Office tomorrow. (take)
7. We...our meal by ourselves everyday. (have)
8. You...........................your map-reading very badly yesterday. (do)

N. *Put 'yesterday' in place of 'every day' and make the necessary changes* :

I get up at five every day. Then I have some tea. Then I get my rifle clean, put on my uniform and go to parade. I come back from parade at ten o'olock and have my mid-day meal. After my meal I do my map-reading. After map-reading I give my things a wash. Then I go to the Information Room and see the papers. After seeing the papers I go back to my quarters and make some tea. At four o'clock I have a game of football.

Yesterday I got up at five, etc.

....

....

....

....

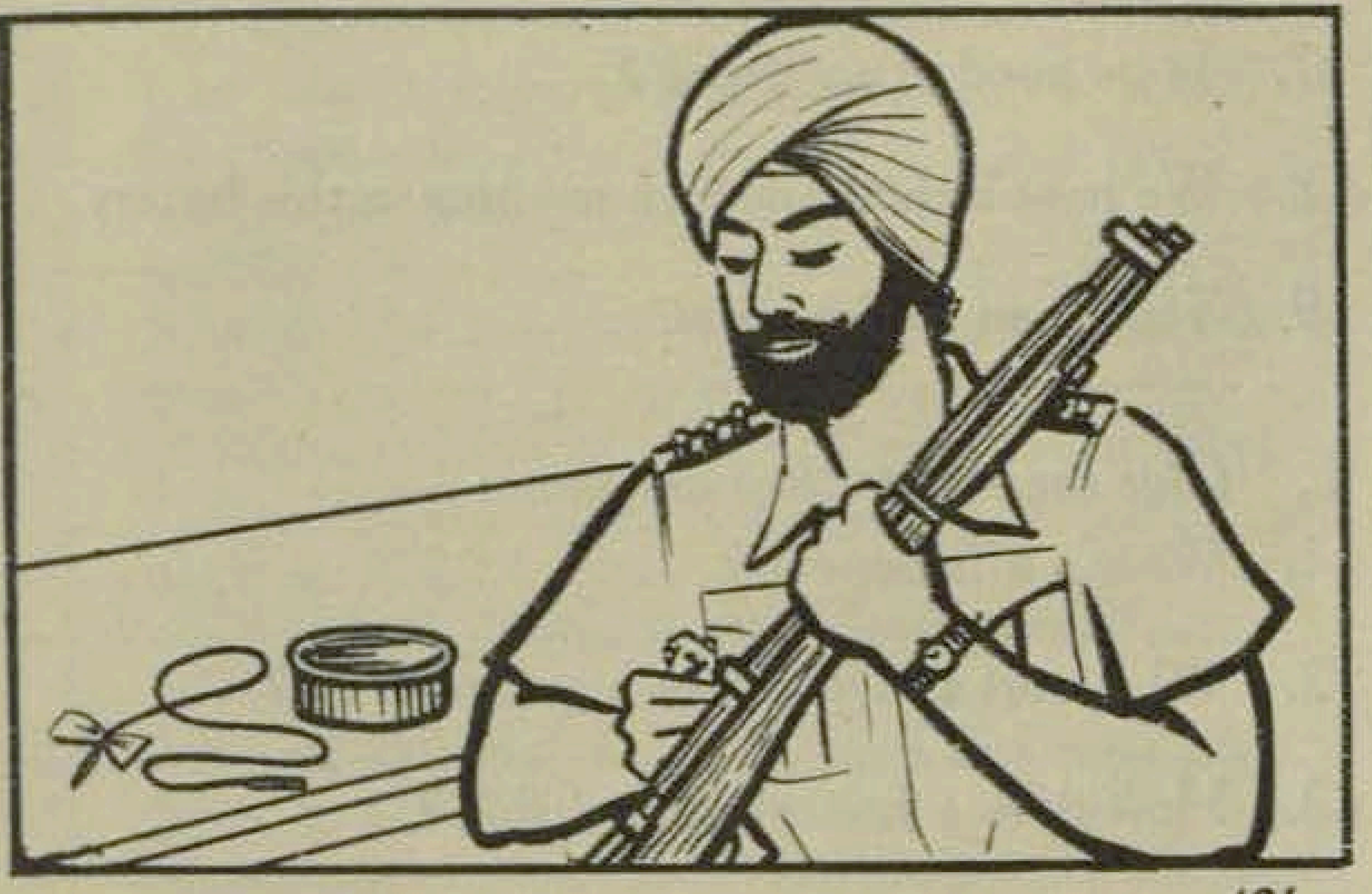
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....

Unit 121

is made, **steel, metal, aluminium, iron, tin, brass, copper, silver, gold**



121

A. This is Subedar-Major **Indar Singh.** He is a very good **soldier.** He is a good **fighter,** a good **'boxer,'** a good **swimmer** and a man without fear of **anything** or **anybody.**

He came into the **Army** in October 1939. For six months he was only a **sepoy.** At the **end** of six months his C.O. made him a **lance-naik.** He was made a lance-naik by his C.O. in **April** 1940. Eight months after **that** his C.O. made him a **naik.** He was made a naik by his C.O. in **December** 1940. In March 1941 he was made a **havildar.** He was fighting in **Egypt** then. In December 1941, while fighting in **Abyssinia,** he was made a **jemadar.** In April 1942 he was made a **subedar,** and three months later he was made a **subedar-major.**

Subedar-Major Indar Singh is cleaning his **rifle.** He is doing it **himself** because his **batman** is **ill,** and he takes a **pleasure** in doing it himself from time to time. The **butt** of the rifle is on the **floor,** in **front** of him ; he has the **barrel** in his **hand,** and he is cleaning it with **dubbin.** He will not put dubbin on the **butt** of his rifle. The **butt** of the rifle is made of **wood ;** but the **barrel** of the rifle is made of **steel.**

B. Steel is a sort of **metal.** Other metals are **iron, tin, brass, copper, silver** and **gold.**

Metals are of very great **use** to us. Most of our **money** is made of one metal or another. **Pice** are made of **copper, rupees** are made of **silver.** Most **ornaments** are made of **silver** or **gold. Cooking vessels** are made of **tin, copper** or **aluminium. Some** medals are made of **gold, others** are made of **silver** and still **others** are made of **brass. Uniform buttons** are made of **brass.**

But the two metals which are of greatest use in the **Army** are **iron** and **steel. All** our arms, from a **rifle** to a **tank,** are made of **iron** and **steel.** Without **iron** and **steel** we would never be able to do any **fighting.**

For a great number of years rifles were made by **hand,** one by one, as they are sometimes made by the **Pathans** on the **Frontier** to this very **day.** It took a **long** time to make even **one** rifle. But today not only **rifles** but **machine-guns, field-guns, tanks** and **airplanes** are made, **hundreds** at a time, in great **'factories'** where **thousands** of men are at work all the seven days of the **week.**

C: *He was made a naik* is another way of saying. "He became a naik," or "They made him a naik."

GIVE THE VERNACULAR NAMES FOR *aluminium, tin, brass.*

A1 : Who is **this** ?
2 : Is he a **good** soldier ?
3 : **Why** is he a good soldier ?
4 : When did he come into the **Army** ?
5 : How long was he a **sepoy** ?
6 : What rank did he get at the **end** of that time ?
7 : By **whom** was he made a lance-naik ?
8 : **When** was he made a lance-naik ?
9 : How long was it before he got **another** promotion ?
10 : What did he **become** ?
11 : By **whom** was he made a naik ?
12 : **When** was he made a naik ?
13 : When was he made a **havildar** ?
14 : Where was he fighting **then** ?
15 : When was he made a **jemadar** ?
16 : Where was he fighting **then** ?
17 : When was he made a **subedar** ?
18 : When was he made a **subedar-major** ?
19 : What's Subedar-Major Indar Singh **doing** ?
20 : Why is he cleaning it **himself** ?
21 : Where's the **butt** of the rifle ?
22 : Which part of the rifle is he cleaning **now** ?
23 : What's the butt of the rifle **made** of ?
24 : What's the **barrel** of the rifle made of ?

B1 : What's **steel** ?
2 : What's **iron** ?
3 : What's **tin** ?
4 : What are four **other** metals ?
5 : What's most of our **money** made of ?
6 : What are **pice** made of ?
7 : What are **rupees** made of ?
8 : What are most **ornaments** made of ?
9 : What are **cooking vessels** made of ?
10 : What are **medals** made of ?
11 : What are **uniform buttons** made of ?

12 : Which are the two metals which are of the greatest use in the **Army** ?

13 : What are our **rifles** made of ?

14 : What are our **tanks** made of ?

15 : How were rifles made in the **past** ?

16 : Were they made **quickly** or **slowly** ?

17 : Are any rifles made by hand **today** ?

18 : Where are rifles made **now** ?

19 : Where are **machine-guns** made ?

20 : Where are **field-guns** made ?

21 : Where are **tanks** made ?

22 : Where are **airplanes** made ?

23 : Are they made **one** by **one** ?

P1 : Is **(iron)** a metal ?

S : Iron : steel, wood, tin, aluminium, earth, brass, copper, rubber, silver, gold.

2 : By whom (was) your **(turban)** made ?

S : Turban : pugree, shirt, shorts, trousers, boots, etc.

3 : Where are **(rifles)** made ?

S : Rifles : machine-guns, field-guns, tanks, etc.

4 : In which country (are) the best **(clocks)** made ?

S : Clocks : pencils, knives, cars, shoes, cloth.

5 : When (was) your **(turban)** made ?

S : Turban : pugree, shirt, shorts, trousers, boots.

6 : What's this **(table)** made of ?

S : Table : seat, window-frame, book, shirt, turban, pugree, the floor of room, the blackboard, the walls of room, the roof, etc.

7 : What's a **(knife)** made of ?

S : Knife : pin, needle, spade, shoes, boots, socks, etc.

M1 : How Cloth Is Made

PREM : How is **cloth** made, father ?

RAM : I'll take you to one of our **mills** on Monday. Then you will be able to see for **yourself** how cloth is made.

PREM : **Thank** you, father !

2 : Marks Made In Ink

GOVINDA *[at book-store]* : What's the price of this **book** ?

STOREMAN : That's a **new** book.. The price of that book is **five rupees.**

GOVINDA *[going through pages]* : This doesn't **seem** like a new book. Here's a mark made with a **red** pencil. Here's a mark made with a **blue** pencil. Here's a mark made in **ink.**

STOREMAN : You're **quite** right ; it **isn't** a new book. You may have it for **two** rupees.

GOVINDA : **Here's** the money . . . **Thank** you ! *[Takes the book]*

3 : Get It Made

SITA : Take a good look at our **table ;** it's getting **very** old.

RAM : How old **is** it ?

SITA : It was made **fifteen years** back.

RAM : **Was** it ?

SITA : **Yes.** Why not get a **new** table made ?

RAM : **Where** ?

SITA : At the **New** Furniture Shop.

RAM : **All** right, I'll see the man on my way to office **tomorrow.**

SITA : Well, if you're going to get a new **table** made why not get some new **seats** made at the same **time** ?

RAM : **All** right, I'll see the man **tomorrow.**

S : A. *Put these statements into the passive form :*

E.g. I made the chapatis.
The chapatis were made by me.

1. The cook made this bread.

....

2. This is how we make a stitch.

....

3. Switzerland—that is where they make the best watches.

....

4. The C.O. made him a havildar.

....

B. *Now do the opposite and put these statements into the active form :*

1. This cloth was made by my sister.

....

2. This gun was made in a factory.

....

3. I got this shelf made by a friend.

....

C. *Here are the answers. Put down the questions to which they are the answers :*

1. ....

My bed is made of wood.

2. ....

These tanks were made in England.

3. ....

These rifles were made by Indians.

Unit 122

question, answer, word



A. What are these **sepoys** doing ? They are not **learning.** They are not writing **letters.** They are taking an **examination.** They are taking an examination in **English.** It is the **Second** Class English Certificate examination.

Every sepoy has a **question** paper in front of him. On the question paper there are a number of **questions.** The questions are not in **Roman Urdu ;** they are in **English.** The questions are in **English** because it is an **English** examination.

The sepoys are putting down **answers** to the questions. They are **answering** the questions. They are not writing their answers with a **pencil ;** they are using **pen** and **ink.**

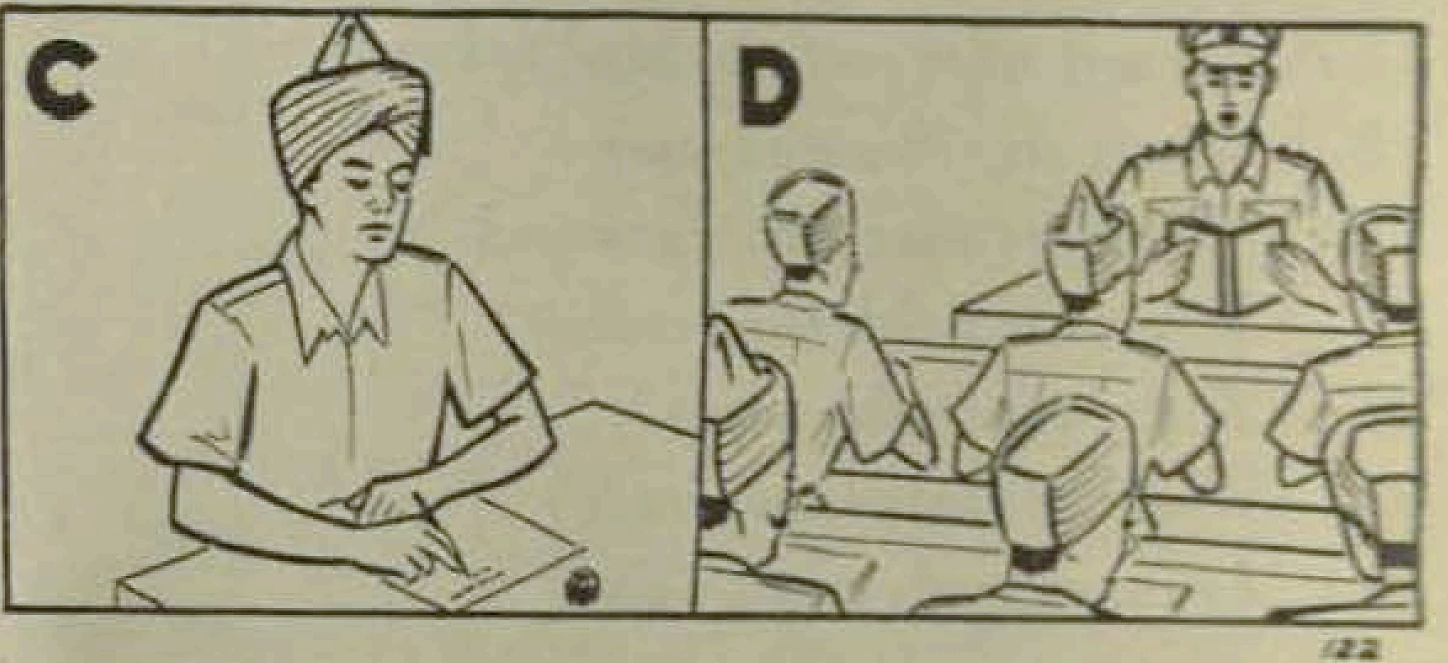
Some of the questions are **hard** but the others are **not** so hard. The sepoys will take about **two hours** to put down answers to **all** the questions.

When the examination is **over** the officer will take the answer books from the sepoys and send them up to G.H.Q. for **marking.** The examiner will go through them with great **care.** If an answer is **right** he will give it **full** marks. If an answer is **wrong** he will not give it **any** marks. He will take off one or more marks for **every** error which the sepoys make. There is an examination in **reading** and **talking** as well as in **writing.** Every sepoy who gets **50** marks or **more** out of **100** will get a **certificate.** No sepoy who gets **49** marks or **less** will get a certificate. Sepoys who do not get the certificate will take the same examination **again.**

B. The examination is **over.** Umesh is coming out of the examination **room.** He is not feeling very **happy.** The officer went through his answers very quickly, and from the **look** on his **face** Umesh saw that **most** of his answers were **wrong.**

The first question was : If today is **Monday** what will **tomorrow** be ? Umesh's answer to that question was : If today is **Monday** tomorrow will be **Sunday.** This answer is **wrong,** because if today is **Monday** tomorrow will be **Tuesday.** The second question was : If Govinda is Kamala's **brother** what is Kamala to **Govinda ?** Umesh's answer to that question was : If Govinda is Kamala's **brother** then Kamala is Govinda's **mother.** This answer is **wrong,** because if Govinda is Kamala's **brother** then Kamala is Govinda's **sister.**

These are not the **only** errors which he made. He made a number of **other** errors. This is how he put down the word *knee* : n, e, e. This is how he put down the word *bright* : b r i t. And this is how he put down the word *attempt* : a t e m t .



C. Umesh is back in his **room.** He is writing a **letter.** Yesterday he got a letter from his **brother.** And today he is sending an **answer** to his brother's letter. His **brother's** letter was in **Urdu.** But Umesh is answering the letter in **English,** because he says that it will make it clear to his brother that he is now able to do reading and writing in **English.**

D. The learners are now about to take a **dictation** test. The teacher has a **book** in his hand. This is what he is saying to his **learners** : " I will go through this page very **slowly.** Put down everything I say **word** for **word,** that is, without dropping **one** word. I will take off **one** mark for every error you **make.**"

How will Umesh do in the **dictation** test ? Will he do as badly **today** as he did **yesterday** ? If he **does** he will **not** get a certificate.

A1 : What are these sepoys **doing** ?
2 : What **sort** of examination are they taking ?
3 : What examination **is** it ?
4 : What has every sepoy in **front** of him ?
5 : What's on the **question** paper ?
6 : What **language** are the questions in ?
7 : Why are the questions in **English** ?
8 : What are the sepoys **doing** ?
9 : Are they writing their answers with a **pencil** or in **ink** ?
10 : Are the questions **hard** ?
11 : How long will the sepoys take to put down **answers** to all the questions ?
12 : What will the officer do when the examination is **over** ?
13 : What will the **examiner** do ?
14 : What sort of answer will get **full** marks ?
15 : What sort of answer will not get **any** marks ?
16 : Is there an examination in **writing** only ?
17 : Which sepoys will get a **certificate** ?

18 : Which sepoys will **not** get a certificate ?

19 : What will they do **then** ?

B1 : Who is **this** coming out of the examination room ?

2 : Is he feeling **happy** ?

3 : **Why** isn't he feeling happy ?

4 : What was the **first** question ?

5 : What was Umesh's **answer** to the first question ?

6 : Was the answer **right** ?

7 : What **is** the right answer ?

8 : What was the **second** question ?

9 : What was Umesh's **answer** ?

10 : Was the answer **right** ?

11 : What **is** the right answer ?

12 : How did he put down the word *knee* ?

13 : How did he put down the word *bright* ?

14 : How did he put down the word *attempt* ?

C1 : Where is Umesh **now** ?

2 : What is he **doing** ?

3 : From whom did he get a **letter** yesterday ?

4 : To whom is he sending an **answer** today ?

5 : Is he answering the letter in **English** or in **Urdu** ?

6 : Why is he answering the letter in **English** ?

D1 : What are the learners about to **do** ?

2 : What has the teacher in his **hand** ?

3 : What's he saying to the **learners** ?

4 : What is '**word** for **word**' ?

P1 : Where is my **(book)** ? . . . Your book is on the **table** . . . Which is the question and which is the answer here ?

2 : What's the number of **words** in this sentence ?

N : Take different sentences in the book.

3 : Put the word (*flight*) on the blackboard . . . **What** are you doing ?

S : Flight : stretch, fight, twist, though, rough, through, etc.

M1 : The Question Is. . .

SAMI : Our food's getting **worse** and **worse.**

MENON : Why not **do** something about it ? Why not see the **sergeant** ?

SAMI : **Yes,** that's what **everyone** is saying : Why not see the **sergeant** ? But the ques tion **is** : **Who** will go and see the sergeant ? Will **you** go ?

MENON : **No, I** won't go—at least not by **myself.** But let's all go **together.**

SAMI : All **right**, let's all go **together.**

2 : A Question Of Time

ALI [*coming in as Khan and Hassan are talking*]: **Well,** what are you two **talking** about ?

KHAN : There's only one **question** about which we're all talking now. And that is the question about our **pay.** Are we going to get more **pay** ?

ALI : We **are** going to get more pay. It's only a question of **time.**

KHAN : Only a question of **time** ?

ALI : **Yes,** it's only a question of **time.** We **are** going to get more pay. But **when** we are going to get it no-one is able to **say.** It may be **this** month. It may be the month **after** this. Or it may take another **ten years.** It's only a question of **time.**

KHAN : **Only !**

S : A. *Put the right word from this list in the spaces* : word, question, answer, put, gave.

1. Here is a.................. How much money have you in your pocket ?
2. This is the.................. to the question : I have one and a half rupees in my pocket.
3. Are the questions.................. English or .... Urdu ?
4. I am.................. down the answers on a bit of paper.
5. I had a letter from my brother yesterday ; I am now sending him an.................. to the letter.
6. I am.................. my brother's letter in English.
7. There are seven letters in the.................. *current.*
8. Everyone is talking about the same.................. ! food.
9. We will get better food ; it is only a .... of time.
10. The instructor.................. me five questions about signalling.
11. Did you.................. an answer to his question.

B. *Put these statements differently by using the '-ing' form of the words in sloping print* :

1. I am writing the *answers* to the questions in ink.
2. The policeman was putting the boy *questions* about the ornaments.
3. They were making an *attack* on us in great numbers.

Unit 123

taken, put, given, sent



123

A. Before joining the **Army** a recruit is **first** taken to a **'recruiting office'.** The recruit is taken before an **officer.** The officer puts a number of **questions** to the recruit. The questions which are put to the recruit are of **this** sort : What is your **name** ? What is the date of your **birth** ? What is your **birth-place** ? What's the name of your **father** ? Was your father in the **Army** ? These are some of the **questions** which are put to a recruit at a **recruiting office.**

From the recruiting office the recruit is taken to an Army **doctor.** The Army doctor goes over **every** part of the recruit's body with great **care,** testing his **heart,** his **breathing,** his **eyes** and so on. Sometimes, after testing the recruit, the doctor will say that he is **quite** healthy and so **may** be taken into the Army. But sometimes the doctor will say that the recruit is not **strong** enough and so may **not** be taken into the Army.

B. From the Army **doctor** the recruit ist aken back to the recruiting **office.** Here the recruit is given a **'form'** and a **pen** and **ink.** On the form are a number of **questions.** After answering all the questions the recruit puts his **name** at the foot of the form.

From the recruiting office the recruit is taken to his **quarters.** Here he is given a **bed,** a **shelf,** a **mosquito-net,** a **kit-bag,** a **mess-tin,** a **water-bottle,** and a **uniform.** He is given a complete set of **equipment.**

From then on the recruit is taken care of by the **Army.** He is given healthy **food** and clean **clothing.** If he becomes **ill** he is given **medical attention.** If, while he is fighting the enemy, he comes to his **death,** his family are taken care of by the **Government.**

C. A recruit, after joining the Army and completing his recruit's **training,** may be put in any one of the great divisions which together make up the Indian Army. He may be put in a **rifle** regiment, or in the **artillery,** or in the **Service** Corps or some **other** unit.

If he is put in a **tank** unit he is given a training in the duties of a **tank** crew. If he is put in a **machine-gun** unit he is given a training in the duties of a **machine-gunner.** If he is put in a **rifle** regiment



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he is given a training in the duties of a **rifleman.** If he is put in the **artillery,** he is given a training in the duties of a **gunner.** And **so** on.

After this training is **over** he may be sent to **Burma ;** he may be sent to **Egypt ;** or, he may be sent to **Persia.** He may be sent to **any** part of the earth.

If he makes himself a **good** soldier he will be given promotion **very** quickly. If he goes on doing his duty even when he is in the greatest **danger** he may be given a **Viceroy's Medal** or even a **Victoria Cross.**

D. And when the war is **over** what will the sepoy do ? Where will he **go** ? How will he get a **living** ? Will his years in the Army be a **waste** of **time** ? The answer to the last question is : **No,** not if he makes good use of his time in the **Army.** Because a sepoy is given a training not only in his **Army** duties but in such things as **farming, mechanics, woodwork, bamboo-work** and so on. This part of his training will be of the **greatest** use to him when he gets back into mufti after the war. And he will be given every **help** and **support** by the **Government** in his attempt to get a living in a town or in a village, in a factory or on a farm.

A recruit joining the Indian Army, that is to say, has **no** fears for the 'future'.

C : *He is taken to a recruiting office = Someone takes him to a recruiting office. He is given a uniform = Someone gives him a uniform. He is put in a tank unit = Someone puts him in a tank unit. He is sent to Egypt = Someone sends him to Egypt.*

A1 : Where is a recruit **taken** before joining the Army ?

2 : Before **whom** is he taken ?

3 : What does the officer **do** ?

4 : What sort of **questions** are put to the recruit ?

5 : Where is the recruit taken after **that** ?

6 : What does the Army **doctor** do ?

7 : What will the doctor say if the recruit is quite **healthy** ?

8 : What will the doctor say if the recruit is not **strong** enough ?

B1 : Where is the recruit taken after **that** ?

2 : What is he given at the **recruiting** office ?

3 : What's **on** the form ?

4 : Where does the recruit put his **name** ?

5 : Where is the recruit taken after **that** ?

6 : Is he given a **bed** ?

7 : Is he given a **mosquito-net** ?

8 : Is he given a **kit-bag** ?

9 : What **other** things is he given ?

10 : What do all these things make **up** ?

11 : By whom is the recruit taken care of from then **on** ?

12 : What sort of **food** is he given ?

13 : What sort of **clothing** is he given ?

14 : What is he given if he becomes **ill** ?

15 : By whom is his **family** taken care of if he comes to his death while fighting the enemy ?

C1 : Where will a recruit be **put** after joining the Army ?

2 : What sort of training is he given if he is put in a **tank** unit ?

3 : What sort of training is he given if he is put in a **machine-gun** unit ?

4 : What sort of training is he given if he is put in a **rifle** regiment ?

5 : What sort of training is he given if he is put in the **artillery** ?

6 : Where may he be **sent** after his training is over ?

7 : Will he be given promotion **quickly** ?

8 : Will he be given a **Viceroy's Medal** or a **Victoria Cross** ?

D1 : Will the sepoy's years in the Army be a **waste** of **time** ?

2 : Why **won't** they be a waste of time ?

3 : Which part of his training will be of the greatest **use** to him when he goes home after the war ?

4 : What will the **Government** do for him in his attempt to get a living ?

P1 : Someone took him to the **(Zoo)** yesterday. **Where** was he taken yesterday ?

S : Zoo : park, river, football match, picture, play, dance, etc.

2 : They took him to (Burma) (a **month**) back. **When** was he taken to Burma ?

S : Burma, a month : Iraq, two months ; Persia, three months ; Egypt, four months ; Abyssinia, five months ; Italy, six months.

3 : Before joining the Army he was taken to a **(Recruiting Officer).** To **whom** was he taken ?

S : Recruiting Officer : sergeant, captain, doctor.

4 : Are **(Bengalis)** taken into the Army ?

S : Bengalis : Madrasis, Pathans, etc.

5 : How are (soldiers) taken from **one** place to **another** these days ?

S : Soldiers : machine-guns, tanks, etc.

N : The answer may be : In lorries, trucks, in a railway train, etc.

6 : The **sergeant** gave me this (cap) .. By **whom** was this cap given to me ?

S : Cap : stick, bag, camera, whip, sun glasses, electric torch, etc.

7 : They gave him a **(shirt)** at the Recruiting Office .. **What** was he given at the Recruiting Office ?

S : Shirt : pair of shorts, pair of trousers, pair of boots, pair of socks, pair of stockings.

8 : Is every sepoy given a **(bed)** ?

S : Bed : shelf, mosquito-net, kit-bag, mess tin, mug, rifle, etc.

9 : Is a sepoy given **one** (shirt) or **two** shirts ?

S : Shirt : turban, pugree, pair of socks, pair of stockings, pair of shoes, pair of boots, mess tin, mug, blanket, etc.

10 : Was anyone in your regiment given a **(Viceroy's Medal)** (this year) ?

S : Viceroy's Medal : V.C., etc.

11 : We put **(milk)** into **(bottles)** .. **What** is milk put into ?

S : Milk, bottles : soup, basins ; coffee, pots.

12 : At what time are the lights in your **quarters** put **(on)** ?

S : On : out.

13 : How much **(ammunition)** may be put into a **(pouch)** ?

S : Ammunition, pouch : water, bottle ; food, haversack, etc.

14 : Were you sent to **(Burma)** last June ?

S : Burma : Iraq, Egypt, Libya, etc.

M1 : Photograph Was Taken

GOVINDA [*pointing to B's camera*] : Is that a **good** camera ?

FRIEND : **Yes,** it's a **very** good camera. The photograph on my **table** was taken with this camera.

GOVINDA : Where did you **get** the camera ?

FRIEND : I got it at a store in the **bazaar.**

2 : Only One May Be Taken

SEPOY : May I have **two** pencils ?

CANTEENMAN : I'm **sorry.** Only **one** pencil may be taken at a time.

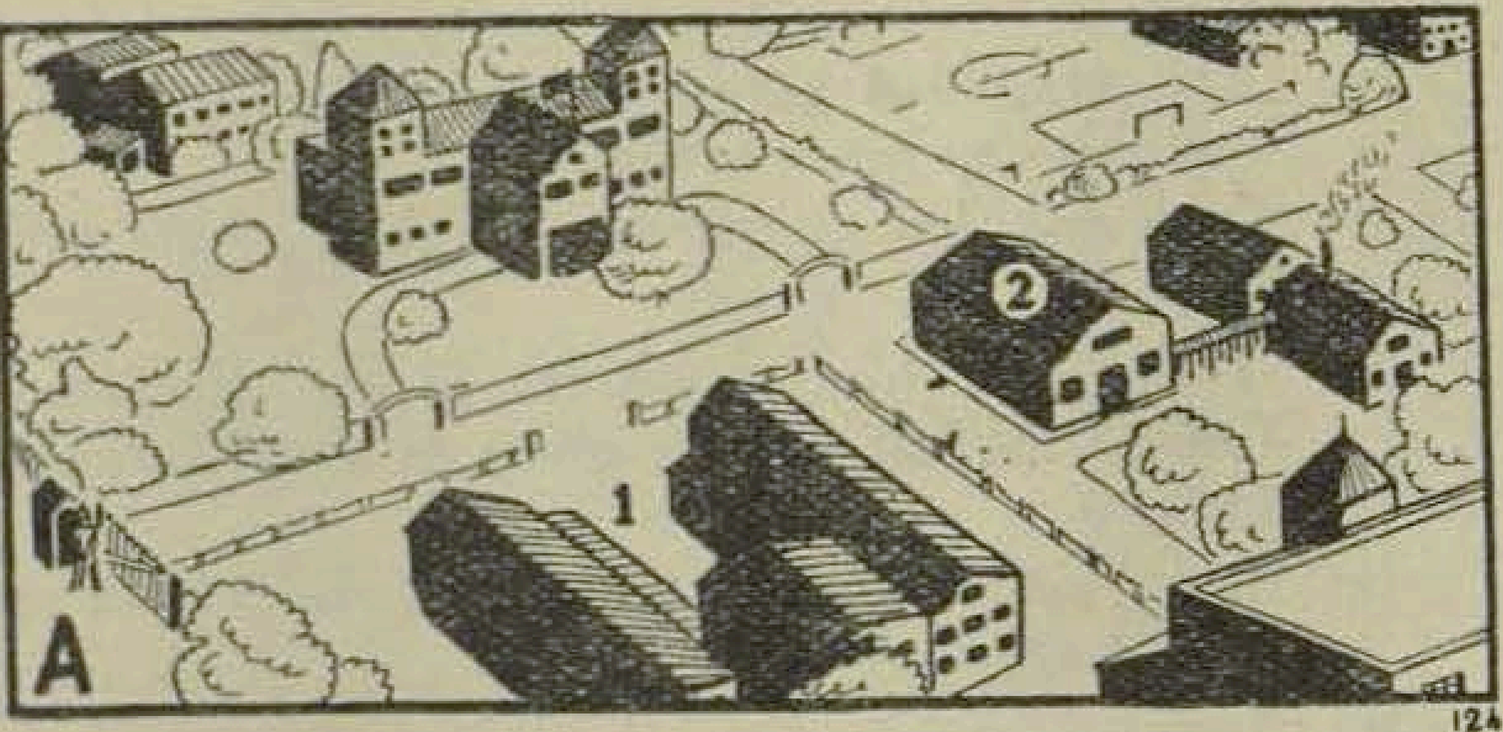
SEPOY : **Why** ?

CANTEENMAN : Because there are only a **small** number of pencils in the country .. Take **this** pencil, it's the **best** pencil on the market.

SEPOY : **Thank** you !

Unit 124

let, kept, had, done, said



A. Every military station has a great number of different **buildings.** Among the different buildings are the **head-quarters** offices, **barrack-rooms, canteens, cook-houses, wash-houses, schools,** an **officers' mess,** a **sergeants' mess,** and single and married **quarters.**

In this station the married quarters were taken over only **two months** back. Before then **civilians** were living in these houses. But now these houses are part of the military station ; they are for the use of **Army officers** only. It may be that after the war is over these houses will **again** be let to civilians.

At the **barrier** is a **sentry.** He keeps **watch** on the barrier. No-one who hasn't a **pass** is let in. In **every** station there are **arms** and **ammunition.** The **arms** are kept in the **armoury** and the **ammunition** is kept in the **magazine.** That is why the sentries take care to see that **no-one** who hasn't a pass is let **in.**

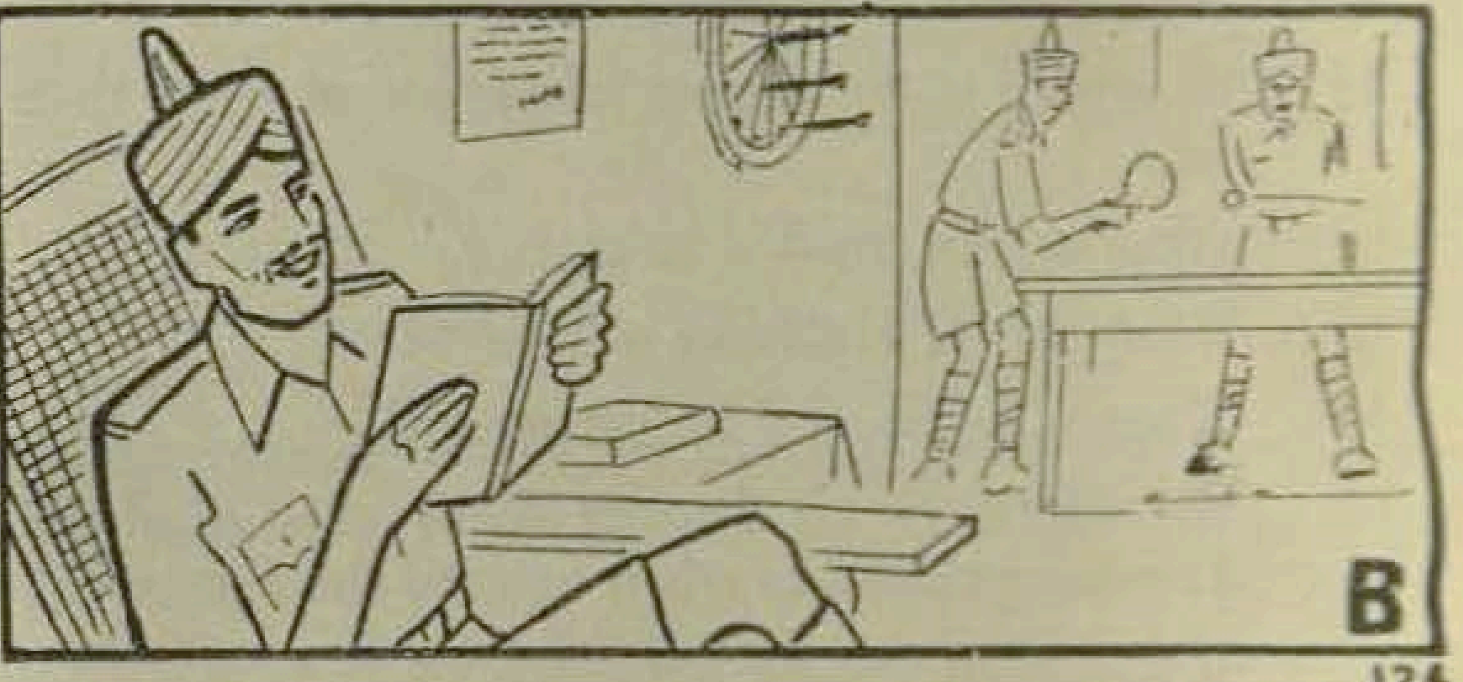
The barrack-rooms are in building number **two.** If you go **in** you will see the sepoys' beds, shelves, kit-bags, vessels, mosquito-nets and blankets in the room—everything in its **place.** There is a place for **everything** in a barrack-room. A **kit-bag** is kept under the **bed. Drinking vessels** are kept at the **foot** of the bed. **Blankets** are kept **on** the bed. A **mosquito-net** is kept **on** the bed in the **daytime** and the **'poles'** are kept **under** the bed. **Some** men have **cushions** and **sheets,** though these are **not** part of a sepoy's **equipment.** The sheets and the cushions are kept in a **box** in the **daytime.**

The sepoys take care to see that their quarters are kept **clean** at **all** times.

Building number **four** is the **canteen,** where the soldiers sometimes go for a **meal** or a **drink.** One may have almost **anything** at this canteen for a very low **price.** A cup of **tea** may be had for **half** an anna. A cup of **coffee** may be had for **three quarters** of an anna. A **pencil** may be had for **one** anna. A 'dozen' **biscuits** may be had for **three** annas, and a pair of **shoes** may be had for **one rupee eight annas.** The sepoys get most of their things from the **canteen** because the canteen **prices** are kept very **low.**

They do not do any **cooking** in this canteen. The cooking is done in a **cook-house** and the washing up is done in the **wash-house** which is **opposite** the canteen.

Near the barrack-rooms is the **school,** in which the soldiers do their **reading** and **writing. Most** learners take care to see that their work is well done. Because if the work is done **badly** the teacher may get **angry** and give them a **punishment.**



B. Khan is reading a book of **sayings** in the 'recreation room.' He is **smiling** because the sayings are giving him much **amusement.** Here are **five** of the sayings on the page he is **reading** :

1 : It is said that there is no **smoke** without **fire.**

2 : It is said that **one** bird in the **hand** is of more use than **two** birds on a **tree.**

3 : It is said that the blood of **all** men is of the **same** colour.

4 : It is said that if you take care of your **annas,** your **rupees** will take care of **themselves.**

5 : It is said that there is nothing **new** under the **sun.**

C : As before *The houses are let only to officers in the Army=They let the houses only to officers in the Army. The arms are kept in the armoury=They keep the arms in the armoury. Tea may be had=A man may have tea. Cooking is done=They do the cooking. It is said=They say.*

A1 : What will you see in **every** military station ?

2 : Which buildings do you see in the **picture** ?

3 : When were the **married quarters** taken over ?

4 : Who were living in these houses **before** ?

5 : Who are using these houses **now** ?

6 : Will they be let to civilians again **after** the war ?

7 : Who is at the **barrier** ?

8 : What does he keep **watch** on ?

9 : Is anyone let in without a **pass** ?

10 : Why is no-one let in **without** a pass ?

11 : Where are the **arms** kept ?

12 : Where is the **ammunition** kept ?

13 : Where are the **barrack-rooms** ?

14 : What will you **see** if you go into the barrack-rooms ?

15 : Where will everything **be** ?

16 : Is there a place for **everything** in a barrack-room ?

17 : Where is a **kit-bag** kept?

18 : Where are **drinking vessels** kept ?

19 : Where are **blankets** kept ?

20 : Where is a **mosquito-net** kept in the daytime ?

21 : Where are the **poles** kept in the daytime?

22 : Are **sheets** and **cushions** part of a sepoy's equipment ?

23 : Where are sheets and cushions kept in the **daytime** ?

24 : Are the quarters kept clean at **all** times ?

25 : What's building number **four** ?

26 : What do soldiers go to a **canteen** for ?

27 : How much may a cup of **tea** be had for ?

28 : How much may a cup of **coffee** be had for ?

29 : What's the price of a **pencil** ?

30 : What's the price of **biscuits** ?

31 : What's the price of a pair of **shoes** ?

32 : Why do soldiers get most of their things from the **canteen** ?

33 : Do they do any **cooking** in this canteen ?

34 : Where is the cooking **done** ?

35 : Where is the **washing-up** done ?

36 : Where do the soldiers do their **reading** and **writing** ?

37 : Do most learners take care to see that their work is **well** done ?

38 : What will the teacher do if the work is done **badly** ?

B1 : What sort of **book** is Khan reading ?

2 : Where's he **reading** it ?

3 : Why is he **smiling** ?

4 : What's the **first** saying on the page ?
(4 more questions)

P1 : The **(watchman)** let the boy in . . . By **whom** was the boy let in ?

S : Watchman : gardener, cook, servant, father, mother.

2 : We let air into the room through a **(hole) . . . How** was air let into the room ?

S : Hole : window, door.

3 : A **(pen)** may be had at the canteen for (ten) **rupees.**

S : Pen : bag, razor blades, etc.

4 : I kept my **(books)** in my **(bag)** while I was away . . . **Where** were my books kept ?

S : Books, bag : papers, bag ; money, bag ; ornaments, bag ; blankets, kit-box ; sheets, kit-box ; uniform, kit-box ; shoes, shelf ; boots, shelf ; etc.

5 : Where are **(plates)** kept between meal-times ?

S : Plates : cups, glasses, knives, forks, spoons, etc.

N : The answer is : In the cupboard.

6 : How (is) a (mosquito net) kept **up** ?

S : Mosquito net : shorts, trousers.

N : The answer is : By supports, by a belt, etc.

7 : Are **(dogs)** kept on a farm ?

S : Dogs : sheep, goats, cows, bullocks, etc.

8 : Why are **(dogs)** kept in the **Army** ?

S : Dogs : horses.

9 : I do **most** of my (work) at **night . . . When** is most of my work done ?

S : Work : reading, writing, stitching, cleaning up, etc.

10 : In (North) India we do the **(ploughing)** in (April) and (October) . . . **When** is the ploughing done in North India ?

S : North, ploughing : North, planting ; South, ploughing ; South, planting.

11 : In (India) (we) do the ploughing with the help of **(bullocks) . . . How** is ploughing done in India ?

S : India : China, Japan, England, Russia, Canada.

M : Work Is Done

FRIEND : Sita says your **cook** and **servant** are **away.**

RAM : **Yes,** we sent them away last **Sunday.**

FRIEND : Who does the **work** then ?

RAM : Sita and the girls do the work **together.**

FRIEND : **Good !** Who does the **cooking** ?

RAM : The **cooking** is done by **Sita.**

FRIEND : Who does the **washing-up** ?

RAM : In the **morning** the washing-up is done by **Vimala.** At **night** the washing-up is done by **Kamala.**

FRIEND : This will be a good training in **house-keeping** for them, **won't** it ?

RAM : **Yes,** it **will** be.

W1 : Active-Passive conversion : They let him out of (hospital) last (Monday).

2 : Active-Passive conversion : Where do they keep the (fowls) on the farm ?

3 : Q-A conversion : The (reading) is done in the morning.

4 : Passive-Active conversion : It is said that they are sending us to the (Middle East) in June.

Unit 125

got, **mine**



125

Some of the things which are of the **greatest** use to us we get from under the **earth.** **Coal** is got from under the earth. **Iron** is got from under the earth. **Oil** is got from under the earth. **Gold** and **silver** are got from under the earth.

Coal and **iron** are got up from great **holes** which are made **hundreds** of feet down into the **earth.** We give these holes the name '**mines**'. **Coal** is got from **coal**-mines and **iron** is got from **iron**-mines. Most of the coal and iron mines in **India** are in **Bengal** and **Behar.** They are near the town of **Jamshedpur,** where the great **Tata** Iron and Steel Works are producing iron and steel, and things **made** from these metals, **night** and **day.**

Men who get a living by working in the mines are **miners.** In India there are **1,62,000** miners. Every year they get up **28 million** tons of coal from the mines. They say that in India we have under the earth **60,000** million tons of coal, **most** of it being in **Bengal** and **Behar.**

Some of these mines are as much as **five** or **six** miles long. If you go **down** one of these mines you will see the miners cutting the coal from the **walls** of the mine. The coal is then put into open **carts** and the carts are taken up to the **top** of the mine. From **here** the coal is sent to different parts of the **country.**

The work of a coal-miner is very **hard.** Sometimes the wall on which he is working may be **three** or **four** feet high, and he has to keep his back **bent** all day long. Down every mine it is very **warm** and **dark.** As a rule it is **so** warm that the miners take off their coats and shirts and do their work in a pair of **shorts.** The work of a miner is not only very **hard** but full of **danger.** At any time the walls of a mine may give **way,** and the miner may come to his **death.**

There was a time when even small **boys** and **girls** were made to do work in mines. This was a **cruel** thing to do. But today the Government does not let **anyone** make boys and girls do work in a mine.

C: *Coal is got from under the earth = We get coal from under the earth.*

1 : Where do we get some of the things which are of the **greatest** use to us ?

2 : Where is **coal** got from ?

3 : Where is **iron** got from ?

4 : Where is **oil** got from ?

5 : Where are **gold** and **silver** got from ?

6 : What **name** do we give to the great holes in the earth from which we get coal ?

7 : What sort of mine is **coal** got from ?

8 : What sort of mine is **iron** got from ?

9 : Where are most of the coal and iron mines in **India** ?

10 : Where are the great **Tata** Iron and Steel Works ?

11 : What are they producing **night** and **day** ?

12 : What are **miners** ?

13 : What's the **number** of miners in India ?

14 : How much **coal** do they get up from the mines ?

15 : How much coal **have** we under the earth ?

16 : Where **is** most of this coal ?

17 : How **long** are some of these mines ?

18 : What will you **see** if you go down one of these mines ?

19 : How is the coal taken to the **top** ?

20 : Where is the coal sent from **here** ?

21 : Why is the work of a coal-miner **hard** ?

22 : Why do miners have their **coats** and **shirts** off while they are working ?

23 : Why is the work of a miner full of **danger** ?

24 : May **boys** and **girls** do work in a mine today ?

P1 : Where are most of our **(medicines)** got from ?

S : Medicines : cars, machines, etc.

2 : Where's **(cotton)** got from ?

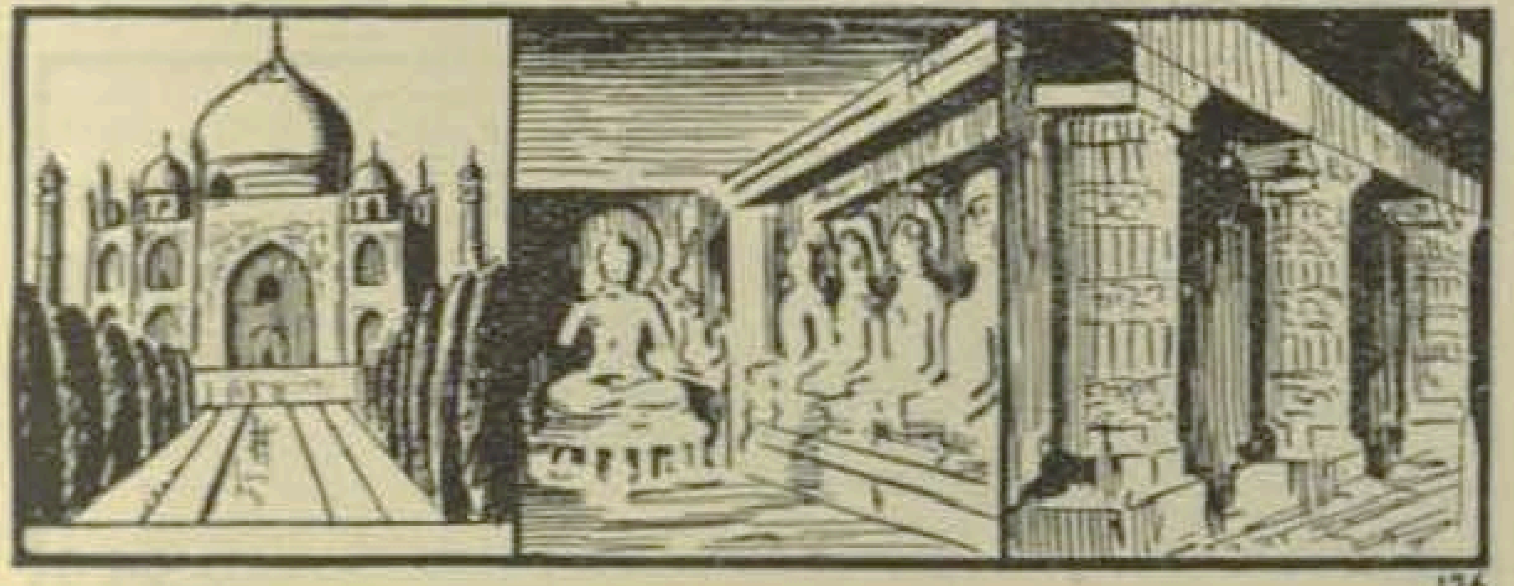
S : Cotton : silk, wool, rice, wheat, copper, aluminium.

S : *Give the answers to these questions :*

1. Where is iron got from ?
   ....
2. Where's coal got from ?
   ....
3. Where are most of our coal mines ?
   ....
4. Where are the Tata Iron and Steel Works ?
   ....
5. What's the number of miners in India ?
   ....
6. May women and very young persons do work in mines today ?
   ....

Unit 126

seen



126

In **peace**-time hundreds of persons come to India every year to see, among **other** interesting places, the **Taj Mahal** at **Agra,** and the **Ellora** and **Ajanta Caves** in **Hyderabad State.**

The **Taj Mahal** is the most **beautiful** building on earth. It was put up by the Moghul Emperor **Shah Jahan** after the death of the Queen **Mumtaz Mahal** a little more than three hundred years **back.** It took **twenty thousand** workers **twenty-two** years to get it complete. The base, the walls, the roof and the supports are all made of white **'marble'** and red **stone.** It is the **colour** and the **ornament** which make the Taj Mahal the most beautiful building on **earth.** One may have any **number** of views of the Taj Mahal, but it seems **most** beautiful when it is seen from across the River **Jumna.**

Like the Taj Mahal at Agra the Ellora and Ajanta Caves in Hyderabad State are seen by **hundreds** of persons every year. The Ellora Caves are **thirty-four** in number. In these Caves may be seen the **chhabis** of **Hindu** and **Buddhist** gods cut in hard stone. The Ellora Caves were the work of men living some **eight hundred** years back.

The **Ajanta** Caves are even **more** interesting because the paintings on the walls of these Caves are the **oldest** group of paintings on **earth.** They were the work of men living **two thousand** years back. The Caves are cut in the sides of some hills and are two hundred and fifty feet **high.** On the walls and the supports of these Caves are a great number of paintings which give us the story of **Buddha** from birth to death. The paintings are done in bright **colours,** but they will not be seen at their **best** if they are not seen in the light of a very bright **torch. Most** persons who go to see the Caves take electric torches **with** them.

These are only **three** from among a **number** of interesting places in India which are seen **every** year, in peacetime, by **hundreds** of persons from other countries.

C : *It is seen by thousands of persons = Thousands of persons see it.*

1 : What do hundreds of persons come to India from other lands to **see** ?

2 : Which is the most **beautiful** building on earth ?

3 : By **whom** was the Taj Mahal put up ?

4 : **When** was it put up ?

5 : When did the death of the Queen Mumtaz Mahal **take place** ?

6 : How long did it take to get the Taj **complete** ?

7 : What are the base, the walls, the supports and the roof **made** of ?

8 : What **makes** the Taj Mahal the most beautiful building on earth ?

9 : From which point do you get the most beautiful **view** of the Taj ?

10 : Where are the **Ellora** and **Ajanta** Caves ?

11 : Are they seen by hundreds of persons **every** year ?

12 : What's the number of Caves at **Ellora** ?

13 : What may be **seen** in these Caves ?

14 : How **old** are the Ellora Caves ?

15 : Why are the Ajanta Caves even **more** interesting ?

16 : How **old** are they ?

17 : Where are the Caves **cut** ?

18 : How **high** are they ?

19 : What are there on the **walls** and **supports** of these Caves ?

20 : Whose story do these paintings **give** us ?

21 : What sort of **colours** are the paintings done in ?

22 : How may the paintings be seen at their **best** ?

23 : What do most persons who go to see these Caves take **with** them ?

P1 : Someone saw Khan at the **(theatre)** last night . . . **Where** was Khan seen last night ?

S : Theatre : railway station, post-office, park, canteen, Zoo.

2 : Someone saw Khan having a (drink) yesterday . . . **What** was Khan seen doing yesterday ?

S : Drink : tea, coffee, lemonade, etc.

M : He Was Seen Off

KHAN : The sergeant was going back to **England,** and we gave him a great **send-off** at the station yesterday.

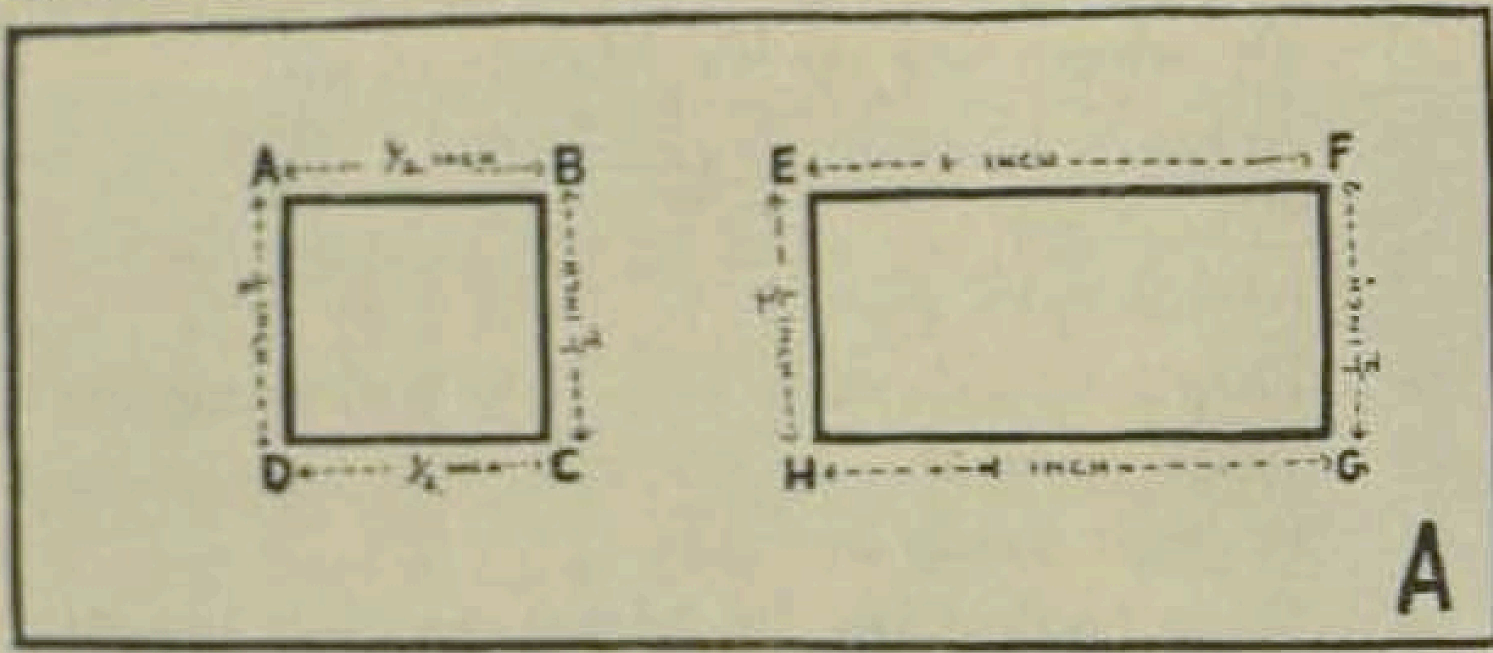
ALI : Did **you** go to the station to see him off ?

KHAN : **Yes** . . . He was seen off at the station by **all** the men in our platoon.

W : Active-Passive conversion : One sees (lorries) going down this road at all hours of the day.

Unit 127

equal, square, distance



127

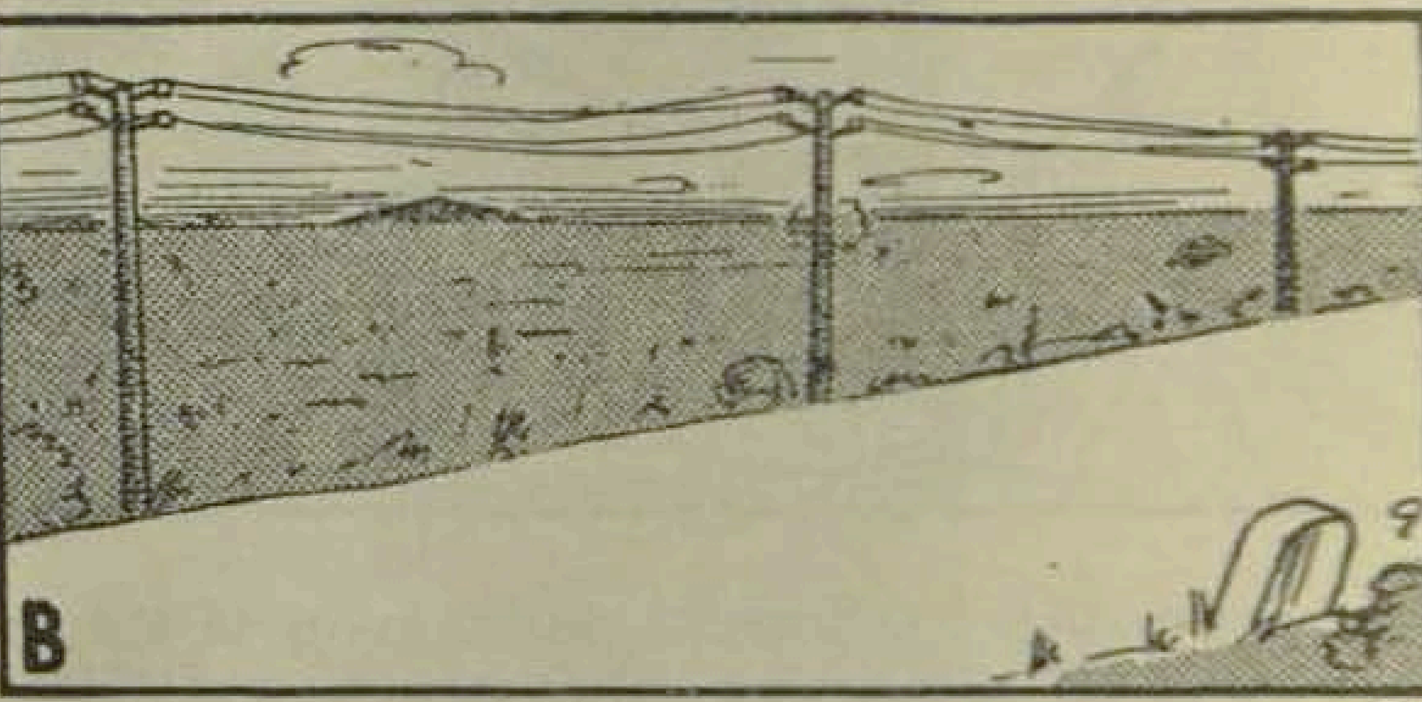
A. A B C D has **four** sides, AB, BC, CD and DA. The side **AB** is half an inch long. The side **BC** is half an inch long. The side **CD** is half an inch long, and the side **DA** is half an inch long. The four sides of ABCD are **equal**. The sides **AB** and **BC** are equal. The sides **BC** and **CD** are equal. The sides **CD** and **DA** are equal. The sides **DA** and **AB** are equal. ABCD is a **square.** It is a **square** because all its **sides** are **equal.**

EFGH is **not** a square. The side **EF** is one inch long. The side **GH** is one inch long. But the side **FG** is half an inch long, and the side **HE** is half an inch long. The side **EF** is equal to the side **GH.** The side **FG** is equal to the side **HE.** But the side **EF** is **not** equal to the side **FG** ; it is **longer** than FG. The side **HE** is not equal to the side **GH** ; it is **shorter** than GH. The four sides of EFGH are **not** equal. Only the **opposite** sides are equal. EFGH is **not** a square. In a **square all** the four sides are equal.

The side **EF** is one inch **long.** The **distance** between the points E and F is one inch. The side **FG** is half an inch long. The **distance** between the points F and G is half an inch. The side **GH** is one inch long. The **distance** between the points G and H is one inch. The side **HE** is half an inch long. The **distance** between the points H and E is half an inch. The distance between **E** and **F** is equal to the distance between **G** and **H.** The distance between **F** and **G** is equal to the distance between **H** and **E.** But the distance between **F** and **G** is **not** equal to the distance between **E** and **F** ; it is **less** than the distance between E and F. The distance between **H** and **E** is **not** equal to the distance between **G** and **H** ; it is **less** than the distance between G and H.

Take a good look at your **room.** Has your room any square **windows** ? If all the **four** sides of a window are **equal** the window is **square.** Are there any square **tables** or **boxes** in your room ? Is your **room** square ? If all the **four** sides of your room are equal the room is **square.** Is your **hockey** field square ? Or your **parade** ground ?

What is the distance between any two **windows** in your room ? What is the distance between a **door** and a **window** ? What is the distance between the two **doors,** if your room **has** more than one door ? Take a **ruler** and see what the distances between them **are.** If the distance between two points is **small,** as in a **room,** it is given in **feet** or **yards.** But if the distance between two points is **great,** it is given in **furlongs** or **miles.**



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B. This is a view of the country from a **barracks.** There is a **road** opposite the barracks. **Across** the road is a flat stretch of **country,** and far away in the **distance** is the **shooting range.** That little **hill** which you see is where the **butts** are. The distance between the barracks and the shooting range seems **small** in the picture. But the shooting range is more than four **miles** from the barracks. A distance of **four miles** is not a **small** distance. The hill seems very **low** from a distance, but it is more than a **hundred** feet high.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *square, equal* AND *distance.*

A1 : Has ABCD **three** sides or **four** sides ?
2 : How long is the side **AB** ?
3 : How long is the side **BC** ?
4 : How long is **CD** ?
5 : How long is **DA** ?
6 : Are **AB** and **BC** equal ?
7 : Are **BC** and **CD** equal ?
8 : Are **CD** and **DA** equal ?
9 : Are **DA** and **AB** equal ?
10 : Are the four sides AB, BC, CD, and DA **equal** ?
11 : What is **ABCD** ?
12 : **Why** is it a square ?
13 : Is **EFGH** a square ?
14 : How long is the side **EF** ?
15 : How long is the side **FG** ?
16 : How long is the side **GH** ?
17 : How long is the side **HE** ?
18 : Is the side **EF** equal to the side **GH** ?
19 : Which side is **FG** equal to ?
20 : Is **FG** equal to **EF** ?

21 : Which is **shorter** ?
22 : Is **HE** equal to **GH** ?
23 : Which is **longer** ?
24 : Are the four sides of EFGH **equal** ?
25 : Which sides **are** equal ?
26 : Is **EFGH** a square ?
27 : Why is it **not** a square ?
28 : How long is the side **EF** ?
29 : What's the **distance** between the points **E** and **F** ?
30 : How long is the side **FG** ?
31 : What's the **distance** between the points **F** and **G** ?
32 : How long is the side **GH** ?
33 : What's the **distance** between the points **G** and **H** ?
34 : How long is the side **HE** ?
35 : What's the **distance** between the points **H** and **E** ?
36 : Is the distance between **E** and **F** equal to the distance between **G** and **H** ?
37 : What **is** the distance between F and G equal to ?
38 : Is the distance between **G** and **F** equal to the distance between **F** and **E** ?
39 : Which distance is **less** ?
40 : Is the distance between **E** and **H** equal to the distance between **H** and **G** ?
41 : Which distance is **greater** ?
42 : Has this room any square **windows** ?
43 : What **is** a square window ?
44 : Are there any square **tables** or **boxes** in this room ?
45 : Is this **room** square ?
46 : What **is** a square room ?
47 : Is the **hockey-**field square ?
48 : Is the **parade-**ground square ?
49 : What's the distance between these two **windows** ?
50 : What's the distance between the **door** and this **window** ?
51 : What's the distance between these two **doors** ?
52 : When is the distance between two points given in **feet** or **yards** ?
53 : When is the distance between two points given in **furlongs** or **miles** ?

B1 : Where's this **view** from ?
2 : What's opposite the **barracks** ?
3 : What's across the **road** ?
4 : What's far away in the **distance** ?
5 : Where are the **butts** ?
6 : Does the distance between the barracks and the shooting range seem **great** ?
7 : What **is** the distance between the barracks and the shooting range ?
8 : Is a distance of four miles a **small** distance ?
9 : How does the **hill** seem from a distance ?
10 : How high **is** it ?

P1 : Is that (**window**) square ?
S : Window : door, picture, looking-glass, etc.
2 : Are the four sides of this (table) **equal** ?
S : Table : box, book, room, etc.
3 : There are (four **pens**) and (four **pencils**) on my table . . . Is the number of **pens** equal to the number of **pencils** ?
S : Four pens, four pencils : two forks, three spoons ; three knives, four pins ; two nails, two screws ; three pins, four needles.
4 : I have (three **apples**) and (three **oranges**) in my box. Is there an **equal** number of apples and oranges in my box ?
S : Three apples, three oranges : eleven oranges, twelve berries ; twelve berries, fourteen nuts ; fifteen nuts, fifteen mangoes.
5 : Are (December) and (February) **equally** near to (January) ?
S : December, February, January : other months.
6 : What's the distance between **this** side of the (table) and **this** side of the table ?
S : Table : seat, cupboard, box, door, window.
7 : What's the distance between our (**school**) and the (**railway station**) ?
S : School, railway station : camp buildings or names of places in town.
8 : Is the (railway station) at a **great** distance from here ?
S : Railway station : give names of places in town.

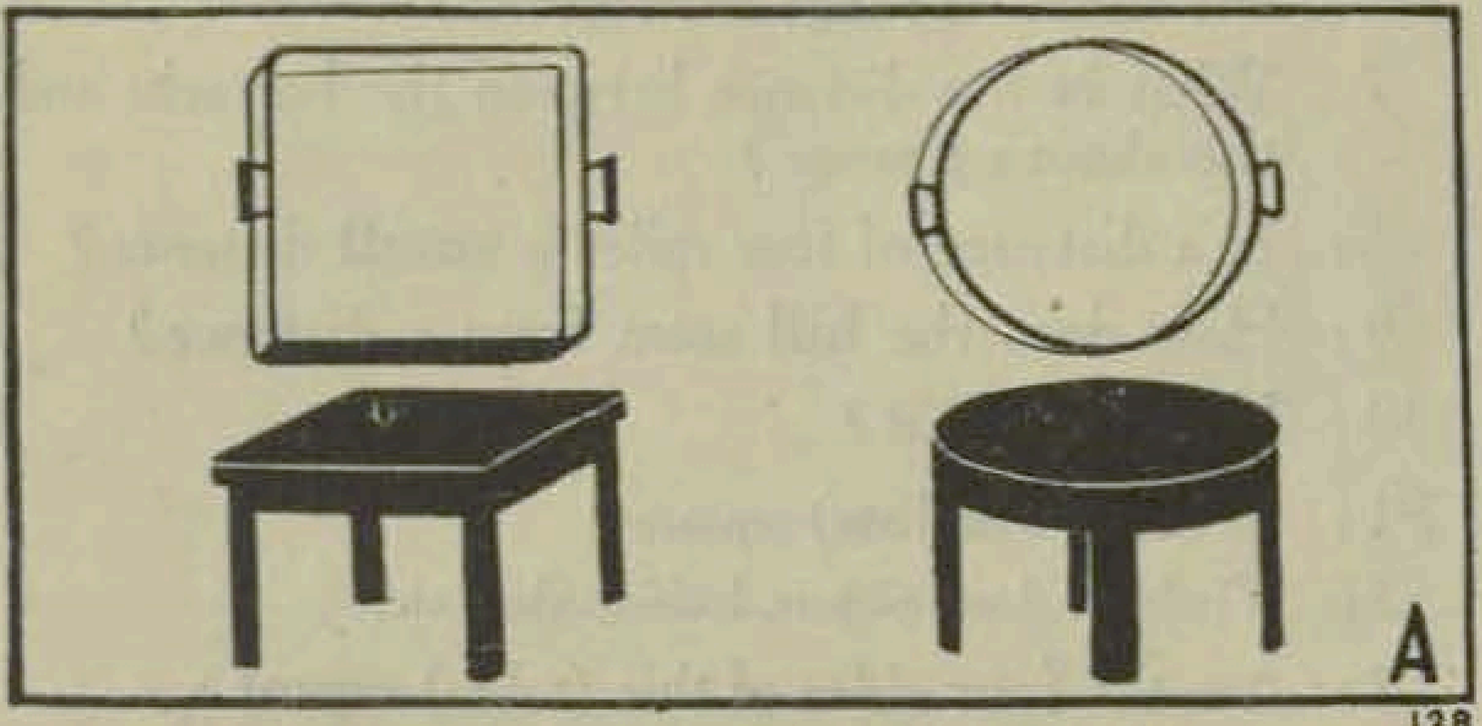
W1 : What are (sixty seconds) equal to ?
2 : What's the distance between your quarters and the (parade ground) ?

S : *Put the right word in the spaces :*

1. Four and two are together equal .... six.
2. The distance .... the barracks and the railway station is one mile.
3. A distance .... one hundred miles is a great distance.
4. There is a little river .... the distance.
5. The hill seemed very low .... a distance.

Unit 128

round, form, circle, middle



A. There are two **trays** and two **tables** in this picture. The tray on the **left** is **square.** The tray on the **right** is **round.** The table on the **left** is **square.** The table on the **right** is **round.**

The form of the tray on the **left** is **different** from the form of the tray on the **right.** The two trays have different **forms.** One is **square** and the other is **round.**

The form of the table on the **left** is **different** from the form of the table on the **right.** The two tables have different **forms.** One is **square** and the other is **round.**

A **tennis ball** is round. An **orange** is round. A **button** is round. Some of our Army **medals** are round. **Others** are **square.**

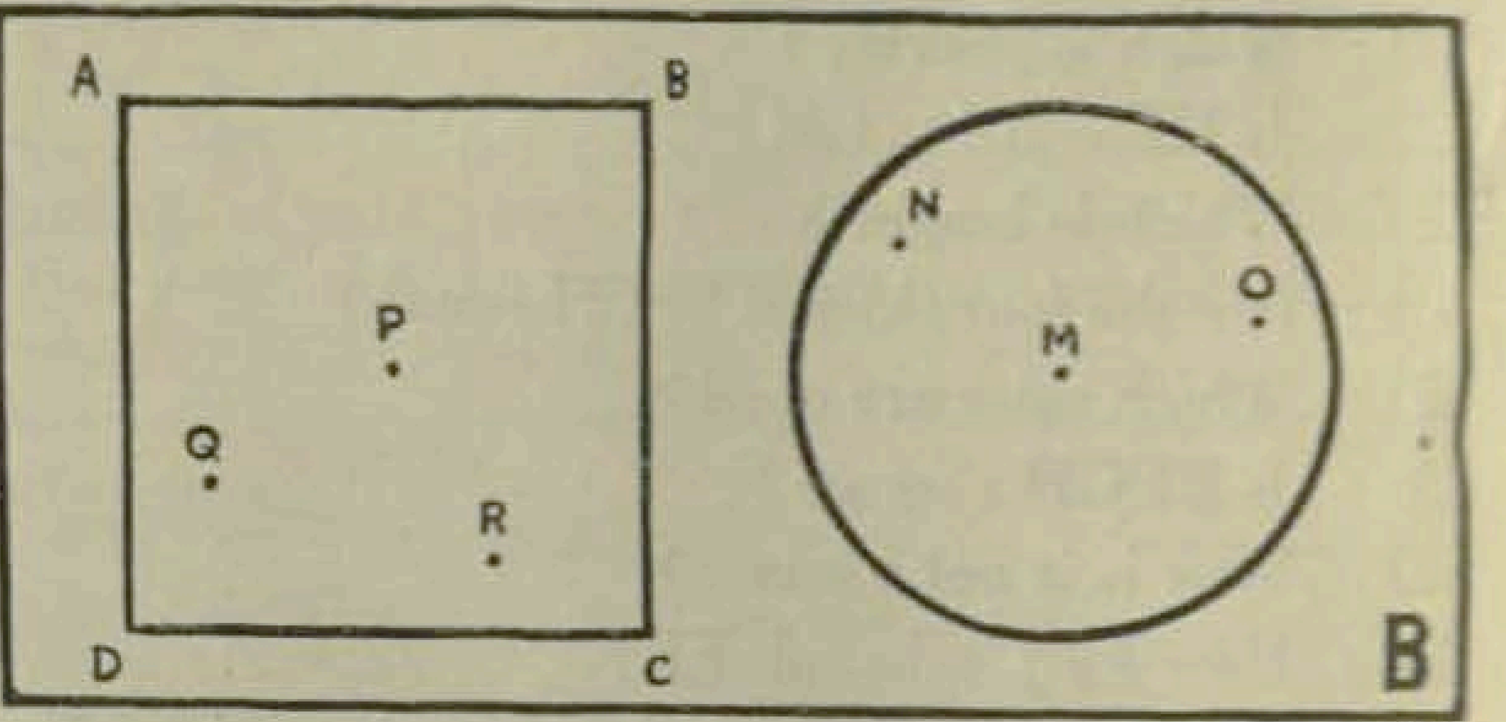
A **tennis ball** is round and a **button** is round. In a way a **button** is like a **tennis ball.** But we do not say that a button and a tennis ball have the same **form,** because a button is **flat** and a tennis ball is **not** flat. But we do say that an **orange** and a **tennis ball** have the same form.

The **earth** is round ; a **tennis ball** is round. But the form of the earth is not **quite** the same as the form of a tennis ball. A tennis ball is **completely** round, but the earth is **not** completely round ; it is a little **flat** at the **top** and at the **base.** The form of the **earth** is more like the form of an **orange.**

The sun **seems** to go round the earth. But the sun does **not** go round the earth ; the **earth** goes round the **sun.** The earth goes **completely** round the sun every **year.** But years back men said that the **sun** goes round the **earth.** The **first** man to say that the **earth** goes round the **sun** was a Greek whose name was **Aristarchus.**

B. Here are a **square** and a **circle.** A **circle** is a **different** sort of form from a **square.** It is **round.**

There are three **points** inside the square. The three points are **P, Q** and **R.** The point **P** is at an **equal** distance from the four **sides** of the square ; it is at the **middle** of the square. The point **Q** is **not** at an equal distance from the four sides of the square ; it is **not** at the middle of the square. The point **R** is not at an equal distance from the sides of the square ;



it is **not** at the middle of the square. The square ABCD has only **one** middle point, and that is **P. P** is the **middle** point of the square.

There are three points inside the **circle.** They are **M, N** and **O.** The point **M** is at an **equal** distance from any point on the **edge** of the circle ; it is at the **middle** of the circle. The point **N** is **not** at an equal distance from all points on the edge of the circle ; it is **not** at the middle of the circle. The point **O** is not at an equal distance from all points on the edge of the circle ; it is **not** at the middle point of the circle. The circle has only **one** middle point, and that is **M. M** is the **middle** point of the circle.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *round, form, circle* AND *middle.*

A1 : What's in **this** picture ?
2 : Is the tray on the **left** square or round ?
3 : Is the tray on the **right** square or round ?
4 : Which of the two tables is **square** ?
5 : Which of the two tables is **round** ?
6 : Is the form of the two trays the **same** ?
7 : Why do you say that the forms of the two trays are **different** ?
8 : Is the form of the two **tables** the same ?
9 : Why do you say that the forms of the two tables are **different** ?
10 : What's the form of a **tennis ball** ?
11 : What's the form of an **orange** ?
12 : What's the form of a **button** ?
13 : What's the form of an Army **medal** ?
14 : Have a tennis ball and a button the same **form** ?
15 : Why **don't** we say that a button and a tennis ball have the **same** form ?
16 : What's the form of the **earth** ?
17 : Is it the same as the form of a **tennis ball** ?
18 : What's the form of the earth **more** like ?
19 : The sun **seems** to go round the earth . . . **Does** the sun go round the earth ?
20 : Does the earth go round the sun **three** times every year ?
21 : What did men say **years** back ?

22 : Who was the **first** man to say that the earth goes round the sun ?

B1 : What's the picture on the **right** ?

2 : What's the picture on the **left** ?

3 : Is a **circle** the **same** sort of form as a **square** ?

4 : What's the form of a **circle** ?

5 : What are the three points inside the **square** ?

6 : Which point is at the **middle** of the square ?

7 : Why do you say that **P** is at the middle of the square ?

8 : Is the point **Q** at the middle of the square ?

9 : Why do you say that the point **Q** is **not** at the middle of the square ?

10 : Is the point **R** at the middle of the square ?

11 : Why do you say that the point **R** is **not** at the middle of the square ?

12 : Has the square ABCD more than **one** middle point ?

13 : Which **is** the middle point of the square ?

14 : What are the three points inside the **circle** ?

15 : Which point is at the **middle** of the circle ?

16 : Why do you say that **P** is at the middle of the circle ?

17 : Is **N** at the middle of the circle ?

18 : Why do you say that **N** is **not** at the middle of the circle ?

19 : Is **O** at the middle of the circle ?

20 : Why do you say that **O** is **not** at the middle of the circle ?

21 : Has the circle more than **one** middle point ?

22 : Which **is** the middle point of the circle ?

P1 : Is the form of the letter **(a)** the same as the form of the letter **(b)** ?

S : a, b : c, d ; e, f ; g, h ; i, j ; k, l ; etc.

2 : What's the form of the letter **(a)** like ?

S : a : b, etc.

N : Answer : It's like the form of an apple, etc.

3 : Make a **(circle)** on the black board with a bit of chalk . . . **What** are you doing ?

S : Circle : square, curve, straight line, point.

4 : Is a (tennis ball) **round** or **square** ?

S : Tennis ball : football, hockey-ball, cricket-ball, wheel, the earth, the sun.

5 : Put this glass in the **middle** of the (table). **Where's** the glass ?

S : Table : seat, card-board.

6 : Is **(ten)** o'clock the middle of the **day** ?

S : Ten : eleven, twelve, one, two.

7 : Is **(Sunday)** the middle of the **week** ?

S : Sunday : Monday, Tuesday, etc.

8 : Which (day) is in the middle of the **(month)** ?

S : Day, month : month, year.

9 : There are (five) sepoys in a line—1, 2, 3, 4 and 5. What's the number of the sepoy in the **middle** of the line ?

S : Five : seven, nine, eleven, thirteen.

M : In the Middle of The Room

RAM [*putting things in their places*] : Where are we going to put the **bed** ?

SITA : In the **middle** of the room, **here.**

RAM : The **middle** of the room isn't the best place for the **bed.** Let's put it against the **wall.**

SITA : If you put the **bed** against the wall where will you put the **table** ?

RAM : In the **middle** of the room.

SITA : **All** right ! Where will you put the **light** ?

RAM : I'll put the light in the middle of the **table, here.**

SITA : The middle of the **table** isn't the best place for the light. If we put it on the **shelf** over the **bed** we will be able to do **reading** in bed.

RAM : **All** right ! Let's put it on the **shelf** then.

S : A. *Put the right word from this list in the spaces :* round, form, circle, middle.

1. What's the..........................of the letter *a* like ?
2. The form of a ball is..........................
3. Twelve o'clock is the..................of the night.

B. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
The box is round.
2. ....
Yes, an orange and a tennis ball have the same form.
3. ....
No, N is not the middle point of the circle.
4. ....
My medal is square.

C. *Give answers to these questions :*

1. What's the form of the earth like ?
2. Does the sun go round the earth ?
3. ABCD is a square. If AB is three inches long how long is BC ?

Unit 129

size, space



A. This is a part of a **barrack-room.** In the room are Thappa's **bed, shelf** and **kit-box.**

The bed is six feet **long,** two and a half feet **wide** and one and a half feet **high.** That is the **size** of the bed. **All** the beds in this room are six feet long, two and a half feet wide and one and a half feet high. All the beds are of the same **size.**

The shelf is three feet **long** and one foot **wide.** That is the size of the **shelf. All** the shelves in this room are three feet long and one foot wide. All the shelves are of the same **size.**

The kit-box is three feet **long** and one and a half feet **wide.** That is the size of the **kit-box. All** the kit-boxes in this room are three feet long and one and a half feet wide. All the kit-boxes are of the same **size.**

Not all the **rooms** in this barracks are of the same size. Some are **smaller** than others. **Thappa's** room is one of the **smallest** rooms in the barracks.

B. Thappa and his friend Ram Singh are at the **Q.M.'s** store. They are looking for **socks** and **hats.** Their heads are not of equal **size. Thappa's** head is **smaller** than **Ram Singh's** head. So the size of **Thappa's** hat will be **different** from the size of **Ram Singh's** hat. They will get hats of different **sizes.** Thappa will get size **six** and Ram Singh will get size **seven.** Their **feet** are not of equal size. **Thappa's** feet are **smaller** than **Ram Singh's** feet. So the size of **Thappa's** socks will be **different** from the size of **Ram Singh's** socks. They will get socks of different **sizes.** Thappa will get size **seven** and Ram Singh will get size **nine.**

C. Thappa is getting ready to go to a different **station.** He is putting his clothing into his **kit-box.** The **haversack** is on the **bed.** It is **full.** There is no **space** in it for any more things.

The **kit-box** has a **blanket,** a **sheet,** a **mosquito-net,** and some **shirts** and **shorts** in it. The **kit-box** has **more** things in it than the **haversack** because there is more **space** in a kit-box than in a haversack. The greater the **size** of a box or a bag the more **space** there is **in** it. The **smaller** the size of a box or a bag the **less** space there is in it.

Thappa is putting **another** pair of shorts into his kit-box. It is only **three-quarters** full. There is enough space in it for **more** shorts and trousers.

Thappa is not a **rifleman ;** he is a **gunner.** Some time **back** he was a rifleman. **Now** he is a **gunner.** He is in the **Artillery.**

In an army there are 'weapons' of **all** sizes. A pistol or a rifle or a tommy gun is **small** in size. We give such weapons the name '**small arms**'. A man is able to take them **with** him wherever he goes. Then there are **other** weapons such as **machine-guns, field-guns** and **howitzers,** which are weapons of **great** size. It is the **great** guns in the Artillery which send shells over a **long** distance.

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *size* AND *space.*

A1 : What's this a **part** of ?
2 : What's **in** the room ?
3 : What's the **size** of the bed ?
4 : Are all the beds in the room of the **same** size ?
5 : What's the size of the **shelf** ?
6 : Are all the **shelves** in the room of the same size ?
7 : What's the size of the **kit-box** ?
8 : Are all the **kit-boxes** in the room of the same size ?
9 : Are all the **rooms** in the barracks of the same size ?
10 : Which is the **smallest** room in the barracks ?

B1 : Where are **Thappa** and **Ram Singh** ?
2 : What are they **looking** for ?
3 : Are their heads of **equal** size ?
4 : Whose head is **smaller** ?
5 : Will the size of **Thappa's** hat be the same as the size of **Ram Singh's** hat ?
6 : Will they get hats of the same **size** ?
7 : What size will **Thappa** get ?
8 : What size will **Ram Singh** get ?
9 : Are their **feet** of equal size ?
10 : Whose feet are **smaller** ?
11 : Will the size of **Thappa's** socks be the same as the size of **Ram Singh's** socks ?
12 : Will they get socks of the **same** size ?
13 : What size will **Thappa** get ?
14 : What size will **Ram Singh** get ?

C1 : Where's Thappa getting ready to **go** ?
2 : Where's he putting his **clothing** ?
3 : Where's the **haversack** ?
4 : Is there space in it for any **more** things ?

5 : **Why** isn't there any more space in it ?

6 : What has the **kit-box** in it ?

7 : Which has **more** things in it, the **haversack** or the **kit-box** ?

8 : Why has the **kit-box** more things in it than the **haversack** ?

9 : Which has more **space** in it, a box of **great** size or a box of **small** size ?

10 : Which has **less** space in it, a **bag** of **great** size or a bag of **small** size ?

11 : What's Thappa putting into his **kit-box** ?

12 : Is the kit-box quite **full** ?

13 : How much **more** space is there in it ?

14 : What **is** Thappa ?

15 : What was he sometime **back** ?

16 : What's he in **now** ?

17 : What are '**small arms**' ?

18 : Why are they given the **name** 'small arms' ?

19 : Are machine-guns, field-guns and howitzers weapons of **small** size ?

20 : What sort of weapons send shells over a **long** distance ?

P1 : What's the size of this (**table**) ?

S : Table : seat, box, shelf, cupboard, window, door, room.

N : Let a learner take a ruler and see what the sizes are.

2 : Are these two (books) of equal **size** ?

S : Books : pencils, boxes, knives, plates, oranges, vessels.

3 : Is this (hat) **your** size ?

S : Hat : cap, coat, shirt, pair of trousers, pair of shorts, pair of shoes, pair of boots.

4 : Is **my** (head) the same size as **your** head ?

S : Head : arm, chest, leg, foot.

5 : Which of these two (boxes) has more **space** in it ?

S : Boxes : bags, cupboards, rooms.

N : Make rough pictures on the black board.

6 : Which has more **space** in it, a **train** or a (**cart**) ?

S : Cart : carriage, car, taxi, bus, airplane.

M1 : My Size

RAM [*at store*] : Have you any **brown** hats ?

STOREMAN : **Here's** one, sir. It's size **seven.**

RAM [*putting hat on*] : This isn't **my** size ; it's **longer** and **wider** than my head.

STOREMAN : Here's **another** size, sir. **This** may be your size.

RAM [*putting it on*] : **Yes, this** one's my size. I'll **take** it.

2 : Is There Space For Me ?

KHAN : I haven't a **seat** ... Is there any space on **your** seat for me ?

ALI : **Yes,** there's a **little** space here.

KHAN [*taking seat*] : **That's** enough, thank you !

ALI [*looking round*] : There isn't **much** space in this room is there ?

KHAN : **No,** there isn't space for more than **thirty** persons here.

3 : No Space In The Bus

RAM : Where's **Arjun** ?

FRIEND : He'll be **here** in a minute.

RAM : Why didn't he come with **you** ?

FRIEND : There wasn't enough **space** in the bus for **all** of us. So he said he would come by **tram.**

RAM : **All** right, let's get the tea ready before he **comes.**

4 : Open Spaces

KHAN : **Hullo !** When did you get back from **London** ?

RAHIM : About a **week** back.

KHAN : What sort of **place** is London ?

RAHIM : Not very good for a **family** with small **boys** and **girls.**

KHAN : How's **that** ?

RAHIM : There are such a great number of **buildings** in the town and the buildings are so **near** one another that there are no **open spaces** at all for playing.

KHAN : Aren't there any **parks** in London ?

RAHIM : There **are.** But there aren't **enough** of them. There are more open spaces in the middle of **Bombay** than in the middle of **London.**

S : A. *Give the answers to these questions :*

1. Is there more space in a haversack or a knapsack ?
2. *How long, how wide and how high* is your table ? Make this question shorter by using one word for the words in sloping print.

B. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
   Yes, their heads are of equal size.
2. ....
   A bag of great size has more space in it than a bag of small size.

Unit 130

meeting, present, discussion, voice, opinion



A. This is a platoon of a **Madrassi** regiment. They are having a **meeting.** The meeting took place **yesterday,** at five o'clock, in the shade of a high '**banyan**' tree. **All** the sepoys in the platoon came to the meeting. Some of the **officers** were there as well. Among the officers who were **present** at the meeting were the **platoon commander** and the **subedar-major.** The **C.O.** was **not** present at the meeting.

B. The platoon has a meeting like this **every** week. The sepoys of the platoon come together and have a **talk,** or **discussion.** The platoon commander gives the sepoys a **question** for discussion. Here are **two** of the questions about which the sepoys had a discussion last week and the week before: What are the best ways of **farming**? Is it right to send **girls** to school? **These** questions were given to the sepoys for discussion because they are the sort of questions in which the sepoys take the greatest **interest.**

Sometimes the **platoon commander** gives a talk on some question or other. At the **end** of the talk questions are put to him by the **sepoys.** Sometimes the discussion takes the form of an **argument** between two men in the platoon. At the end of the argument questions are put to the two **men.** At other times **everyone** in the platoon takes part in the discussion. This is a **group** discussion in which **everyone** in the platoon takes part.

C. The question for discussion at **yesterday's** meeting was: Which is **better,** '**group** farming' or '**individual** farming'? First the platoon commander made the question clear in a short **talk.** This is what he **said:**

Men, we are meeting today to have a discussion about the question: Which is **better,** '**group** farming' or '**individual** farming'? There are today one hundred and fifty million acres of **waste** land in this country. No-one is making **use** of it. At the end of the war some of this land **may** be given to you by the **Government.** Now the question is: Is it better to give one great **stretch** of land to a **group** of men, so that they may do their farming **together,** or to give small **bits** of land to a number of **different** men so that everyone may do his farming by **himself**? In other words: Which is **better, group** farming or **individual** farming?

D. At this point one of the men at the **back** of the meeting got up and said, "We are not able to make out what you are **saying,** sir. Your voice is not **loud** enough. Will you say that again more **loudly**?" The platoon commander said, "I'm **so** sorry. I have a bad **cold.** That is why my voice is not **loud** enough. I will say it **again.** The question for discussion today is: Which is **better, group** farming or **individual** farming?" Then, pointing to Sami, the platoon commander said, "What is **your** opinion, Sami? Give us **your** opinion."

E. Sami then got up and said, "**My** opinion is that **individual** farming is better than **group** farming. If we have **group** farming **no-one** will do his **part** of the work. There will be **arguments.** There will be **fights.** The work will not be **done.** But if we have **individual** farming everyone will do his best because he will be working to get a living for **himself** and his **family.** That is why, in **my** opinion, **individual** farming is better than **group** farming." That was **all** Sami had to say; so he took his **seat.**

The platoon commander then got up and looking at Menon he said, "**Sami's** opinion is that **individual** farming is better than **group** farming. What is **your** opinion, Menon?"

F. Menon then got up and said, "**My** opinion is that **group** farming is better than **individual** farming. On a **group** farm every man will be able to do the sort of work which he does **best. One** man will do the **ploughing, another** will take care of the **animals,** a third will take the produce to **market,** and so on. There will be a **division** of work among them, so that **together** they will be able to get very much more money than they would if they did **individual** farming. That is **my** opinion, sir." And with this Menon took **his** seat.

The platoon commander then got up and looking at Mudaliar said, "**Sami's** opinion is that **individual** farming is better than **group** farming. **Menon's** opinion is that **group** farming is better than **individual** farming. What is **your** opinion, Mudaliar?"

G. "**My opinion** is the same as **Menon's,** sir," said Mudaliar. "**Group** farming is bettter than **individual** farming. **Group** farms are **longer** and **wider** than **individual** farms. They are of greater **size.** On a **group** farm we would be able to do our farming with the help of **tractors** and **machines.** If we did farming with the help of **machines** we would be able to get more **produce** from the land. That is **my** opinion, sir."

And so the discussion went on for more than an **hour.** A **number** of sepoys got up and gave their opinions about the question. **Some** were of the

opinion that **group** farming is better than **individual** farming. **Others** were of the opinion that **individual** farming is better than **group** farming. It was such an **interesting** discussion that it was past **six** when the meeting came to an end and the sepoys went back to their **barracks**.

C : MAKE CERTAIN BY A REFERENCE TO THE LEARNERS' LANGUAGE THAT THE LEARNERS HAVE GOT THE SENSE OF *meeting, discussion, opinion, voice* AND *present*.

A1 : What's **this** a picture of ?

2 : What are they **doing** ?

3 : When did the meeting take **place** ?

4 : **Where** did the meeting take place ?

5 : Who **came** to the meeting ?

6 : Was the platoon **commander** present at the meeting ?

7 : Was the **subedar-major** present at the meeting ?

8 : Was the **C.O.** present at the meeting ?

B1 : Does the platoon have a meeting like this every **day** ?

2 : What do the sepoys **do** at the meeting ?

3 : Who gives the question for **discussion** ?

4 : Give **two** of the questions about which the sepoys had a discussion **last** week and the week **before.**

5 : Why were **these** questions given to the sepoys for discussion ?

6 : What does the **platoon commander** do sometimes ?

7 : Are **questions** put to him at the end of the talk ?

8 : What **other** form does the discussion sometimes take ?

9 : What's a **group** discussion ?

C1 : What was the question for discussion at **yesterday's** meeting ?

2 : Who gave a short talk **first** ?

3 : Why did he do **that** ?

4 : How much **waste land** did he say there is in the country ?

5 : To whom did he say this land might be **given** at the end of the war ?

6 : By **whom** did he say the land might be given to the soldiers ?

7 : What is **group** farming ?

8 : What is **individual** farming ?

D1 : The men at the **back** were not able to make out what the platoon commander was saying. **Why** ?

2 : What was **wrong** with the platoon commander ?

3 : Why wasn't his voice **loud** enough ?

4 : What did the platoon commander say to **Sami** ?

5 : What was **Sami's** opinion ?

6 : What was his argument **against** group farming ?

7 : Why, in his opinion, would everyone do his best if we had **individual** farming ?

8 : What did Sami do after giving his **opinion** ?

E1 : What did the platoon commander say to **Menon** ?

2 : What was **Menon's** opinion ?

3 : What was his argument **for** group farming ?

4 : What would **one** man do ?

5 : What would a **second** man do ?

6 : What would a **third** man do ?

7 : Why would they be able to get very much more **money** than they would if they did individual farming ?

8 : What did **Menon** do after giving his opinion ?

F1 : What did the platoon commander say to **Mudaliar** ?

2 : What was **Mudaliar's** opinion ?

3 : Which are greater in **size, group** farms or **individual** farms ?

4 : On **what** sort of farms are we able to do our farming with the help of **machines** ?

5 : Why is farming with the help of **machines** better than farming with the help of **bullocks** ?

6 : How long did the discussion go **on** ?

7 : Why did it go on so **long** ?

8 : Were all the sepoys of the **same** opinion ?

9 : At what time did the meeting come to an **end** ?

P1 : Who is **reading** ? Whose **voice** is that ?

N : Learner answering is to have back to class.

2 : Were you present at **(P.T.)** yesterday ?

S : P.T. : parade, " roll call."

(N : Learners are to make statements of the same sort in the drills given under).

3 : There was a meeting of **(sepoys)** yesterday.

S : Sepoys : N.C.O.'s, V.C.O's, officers, sergeants, etc.

4 : Our meeting took place (in) the (shade of a **tree**).

S : Shade of a tree : school, the parade ground, the hockey field, the recreation room, etc.

5 : The **(platoon commander)** was present at the meeting.

S : Platoon commander : subedar-major, C.O., etc.

6 : I am meeting (a **friend**) tomorrow.

S : A friend : my father, mother, brother, sister, etc.

7: Yesterday we had a discussion about **(food).**

S: Food: P.T., etc.

8: Yesterday's discussion was in **(English).**

S: English: Urdu, Hindi, Marathi, etc.

9: The **(subedar-major)** took part in yesterday's discussion.

S: Subedar-major: platoon commander, etc.

10: What's your opinion about the **(Japanese)**? Are they good **fighters**?

S: Japanese: Germans, Italians.

11: The (sergeant) was giving me his opinion about Indian **horses** yesterday.

S: Sergeant: captain, major, etc.

12: My friend is of the opinion that **(hockey)** is a better game than **(football).**

S: Hockey, football: any other games.

M1: Hazir-Present

SERGEANT [*at roll call*]: Mohamed **Khan!**

KHAN: **Hazir!**

SERGEANT [*looking up*]: What's 'Hazir' in **English,** Khan?

KHAN: **Present,** sir!

SERGEANT: **That's** right! **Present.**

2: I Was Present

KHAN: Were you present at the **hockey** match yesterday?

ALI: **Yes.**

KHAN: Was it **interesting**?

ALI: **Yes,** it was **very** interesting.

3: His Opinion About Table

SERGEANT: You were a **wood-worker** before the war. [*Pointing to new table*]: What's your opinion about this **table**?

SINGH: To me it seems to be a very **good** table.

4: He Is Of The Opinion

MUDALIAR: Who is the best shot in the **platoon**?

SAMI: I am of the opinion that **Menon** is the best shot in the platoon.

MUDALIAR: I am of the **same** opinion as **you** are.

5: I Gave My Opinion

RAM SINGH: Did you give your opinion about the new cook to the **sergeant**?

LAL SINGH: **Yes, I did.**

RAM SINGH: What did you **say**?

LAL SINGH: I said he was the **worst** cook in the **Army.**

6: An Interesting Meeting

GOVINDA: There was a very interesting **meeting** in the town square yesterday, father.

RAM: Did **you** go to the meeting?

GOVINDA: **Yes...** There was a **stage** in the middle of the square and near the stage there was a red **flag.**

RAM: What was the meeting **about**?

GOVINDA: About **food.** Someone got up on the stage and said that there was very little **food** in the town and no-one got enough to keep **healthy.** But his voice wasn't **loud** enough. He had a very **low** voice.

RAM: **Yes,** and **then**?

GOVINDA: Then **he** got down from the box and some **other** person got up. **He** had a very **loud** voice. He said that there **was** enough food in the town, but only persons who were **well-off** were able to get the food; those who were **not** well-off, he said, were not able to get **any** food.

RAM: Hm!

GOVINDA: After that **another** man got up. He said, **"Friends ..."** But before he was able to get any **farther** loud voices came from all sides of the meeting: "He's **not** our friend. Don't give him a **hearing**."

RAM: **Ha! Ha! Ha!**

GOVINDA: But the man **wouldn't** go. He said in a still **louder** voice, "You **will** give me a hearing. I **will** have my say... If you had any **brains...**"

RAM: Did he say **that**?

GOVINDA: **Yes.** It made everyone **very** angry. Someone sent a bad **egg** at him. But he had **some** supporters at the meeting and they came to his **help.**

RAM: What took place **then**?

GOVINDA: Then there was a **fight** and the **police** were sent for. The police came and put an **end** to the meeting.

S: *Put the right word or words in the spaces:*

1. Where did the meeting..............................?
2. Did you go..............................the meeting?
3. It was a meeting..............................sepoys.
4. Were you present..............................the meeting?
5. Did you..............................your opinion?
6. What's your opinion..............................the man?

Unit 131

have to



A. Here are some of the things which **all** sepoys **have** to do every day when they are in a **barracks.** If they do **not** do these things they may be given a **punishment.**

They have to go on **parade** every morning. A sepoy may get up **early** or he may get up **late.** But he **has** to be on the parade ground in **time.**

All sepoys **have** to get their boots, their rifles and their uniforms clean for inspection. They may do the cleaning at **night** or in the **morning.** But they **have** to have their boots, rifles and uniforms clean in time for the morning **inspection.**

They may go out of the barracks after **four o'clock,** but they **have** to be back in time for roll-call. They may do their **reading** or **cleaning** between roll-call and lights out, but they **have** to go to bed at lights out. If they do **not** they may be given a **punishment.**



B. A soldier has a **number** of things to do; he has a number of '**duties**'. His **first** duty is '**obedience**' —he **has** to do what those in 'command' over him say. If he does **not** do this he is given a **punishment.** He has to be good in his **work.** He has to take great **care** in the use of his **weapons.**

He has to keep himself **healthy,** so that he may be ready for anything when his country is in **danger.**

Last of all, if he is a **Hindu** he has to take care that he does not do or say anything which may be wounding to the feelings of a **Muslim.** And if he is a **Muslim** he has to take care that he does not do or say anything which may be wounding to the feelings of a **Hindu.**

These are **some** of the duties of a soldier; these are some of the things which a soldier **has** to do.

A1 : What **have** sepoys to do every **morning** ?

2 : Have all sepoys to get **up** at the same time ?

3 : **Have** they all to be on **parade** at the same time ?

4 : Why does every sepoy make an **attempt** to be on parade in time ?

5 : What is **another** thing all sepoys **have** to do ?

6 : **Have** they to do the cleaning at **night** ?

7 : Why does every sepoy make an **attempt** to keep his equipment clean ?

8 : When may they go out of the **barracks** ?

9 : At what time **have** they to be back ?

10 : Why does every sepoy make an **attempt** to be back in time for roll-call ?

11 : What may sepoys do between **roll-call** and **lights out** ?

12 : When have they to go to **bed** ?

B1 : What is a soldier's **first** duty ?

2 : What's his **second** duty ?

3 : What's his **third** duty ?

4 : Why has he to keep himself **healthy** ?

5 : What has he to do if he is a **Hindu** ?

6 : What has he to do if he is a **Muslim** ?

N : In all these P's learners are to make statements of the same sort.

P1 : To get well quickly a man who is **ill** has to (have a rest in bed).

S : Have a rest in bed : take medicine, see a doctor.

2 : A sepoy has to get his (**rifle**) clean before inspection. If he does not he may be given a punishment.

S : Rifle : boots, buttons, etc.

3 : To get promotion a sepoy has to do well in his (**map-reading**).

S : Map-reading: arithmetic, shooting practice, etc.

4 : A boy has to take his (**books**) to school. If he does not his teacher may get **angry.**

S : Book : pencil, pen.

5 : To be **healthy** you have to keep your (**body**) clean.

S : Body : teeth, eyes, etc.

6 : We had to put off our (**hockey**) match yesterday because there was rain from five to six.

S : Hockey : football, etc.

7 : My friend does not have to get his (**cloth**) from **a store.** He gets (it) from his **brother,** who is a (cloth-maker).

S : Cloth, cloth-maker : shoe, shoe-maker ; a watch, watch-maker, etc.

W1 : Ask : Why does a sepoy have to (get up early) ? (Learners are to give complete answers).

2 : Negative conversion : I have to do the (work) myself.

3 : Q-A conversion : Yes, a sepoy has to keep his (rifle) clean.

Unit 132

turn, step



133

A. A number of sepoys are on **parade.** Khan is **first** from the **left.** The sergeant is **drilling** the platoon.

Atten . . . tion ! Right **turn !** Left **turn !** About **turn !** About **turn !** By the right, quick **march ! Left ! Right ! Left ! Right ! Halt !** About **turn !** By the right, quick **march ! Left ! Right ! Left ! Right ! Halt !** About **turn !**

B. The parade is now **over.** Khan and Ali are walking on the **road.** They are going back to the **barracks.** How long are Khan's **steps ?** They are about **one** and a **half** feet long. How long are **Ali's** steps ? They are about the **same.**

As a rule a **tall** man takes **long** steps and a **short** man takes **short** steps. Ali is a **shorter** man than Khan and so **his** steps are **shorter** than Khan's steps. But while they are walking **together** they keep **in step** with one another.

Their quarters are not very **far** from the parade ground ; they are about two hundred **steps** from the parade ground. Their barrack-room is on the **first** floor of the building, and the **steps** to the first floor are very **narrow.** They have to take great care not to have a **fall** going up or coming down the steps.



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C. Today is **Mohurrum.** Khan and Ali are getting ready to go to the **fair.** Khan is now opening his box to get out a clean **shirt** and a pair of clean **shorts.** The key is in the **lock** and Khan is giving the key a **turn** from right to left. He is **turning** the key from right to left.

When we are **opening** a box we give the key a turn from **right** to **left** as a rule. When we are **locking** a box we give the key a turn from **left** to **right.**

D. Khan and Ali were going to the **fair** when they came across a man who makes a living by making old knives **sharp.** Khan said to the man that **he** had an old **knife.** Would he make it **sharp ?** The man said that he **would.** Then they had a little argument about the **price.** The man said that he would not get the knife sharp for less than **two annas.** Khan said that he would not give more than **half** an anna. At last the man said that he would make the knife sharp for **one** anna, and Khan gave him the knife.

In the picture we see the man making the knife sharp on a machine with a **wheel.** The man is **turning** the wheel with his left **foot.** And while the wheel is turning **round** and **round** it is making the knife **sharp.**



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E. The road to the bazaar has a number of **branches.** Khan and Ali will take the **first** turning to the **left** and the **second** turning to the **right** on the branch road. That is the way to the **fair.** It is not **very** far from here.

F. Khan and Ali are now at the **fair ;** they are watching the **'merry-go-round.'** The merry-go-round is like a great **umbrella** turning **round** and **round.** Horses and seats made of **wood** are hanging from the roof of the umbrella on strong iron **rods.** You get **twenty** turns on the merry-go-round for **one anna.** Those in the line who are looking on will have **their** turn in a short time. Those who are in **front** will have their turn **first** and those at the **back** will have their turn **later.** Khan and Ali are **first** in the in· so **their** turn will come **first.**

A1 : What are the sepoys **doing ?**
2 : Where's **Khan ?**
3 : Who is **drilling** the platoon ?
4 : What's the sergeant **saying ?**

B1 : Is the parade **over ?**
2 : What are Khan and Ali **doing ?**
3 : Where are they **going ?**
4 : How long are Khan's **steps ?**
5 : How long are **Ali's** steps ?
6 : What sort of steps do **tall** men take ?
7 : What sort of steps do **short** men take ?
8 : Who is **shorter,** Khan or Ali ?
9 : Whose steps are **shorter, Khan's** or **Ali's ?**

10 : What do they do while they are walking **together** ?

11 : How far are their **quarters** from the **parade ground** ?

12 : Where is **their** barrack-room ?

13 : Why have they to take great care going up or coming down the **steps** ?

C1 : What is **today** ?

2 : Where are Khan and Ali getting ready to **go** ?

3 : Why is Khan opening his **box** ?

4 : Where's the **key** ?

5 : What's Khan **doing** to the key ?

6 : Is he turning the key from **left** to **right** ?

7 : When we are **opening** a box do we give the key a turn from **left** to **right** or from **right** to **left** ?

8 : When we are **locking** a box do we give the key a turn from **left** to **right** or from **right** to **left** ?

D1 : Whom did Khan and Ali **come** across on their way to the fair ?

2 : What sort of **knife** had Khan with him ?

3 : What did Khan and the man have an **argument** about ?

4 : What did the man **say** ?

5 : What did **Khan** say ?

6 : How did the argument come to an **end** ?

7 : What's the man making the knife sharp **on** ?

8 : Is the wheel **turning** ?

9 : Who is **turning** the wheel ?

10 : What's he turning the wheel **with** ?

11 : What's making the knife **sharp** ?

E1 : Which road has a number of **branches** ?

2 : Which turning will Khan and Ali **take** ?

3 : Which turning will they take on the **branch** road ?

4 : Why will they take **this** turning ?

F1 : Where are Khan and Ali **now** ?

2 : What are they **watching** ?

3 : What's a merry-go-round **like** ?

4 : What are hanging from the **roof** of the umbrella ?

5 : What are they hanging **on** ?

6 : What number of turns do you get for an **anna** ?

7 : When will those in the line have **their** turn ?

8 : Who will have their turn **first** ?

9 : Who will have their turn **later** ?

10 : Why will Khan and Ali have **their** turn first ?

P1 : What am I doing with the **table** ?

S : Table : seat, box, wheel, book, hat, plate, top, etc.

N : Keep the table, etc., turning round and round.

2 : What is turning **round** and **round** ?

N : Hat, book, plate, etc.

3 : How far is the **(window)** from the **table** ?

S : Window : door, blackboard, etc.

N : Answer to be given in steps.

M1 : Turning Over Pages

KHAN : What are you doing with that **book** ?

ALI : I'm turning over the **pages** of the book.

KHAN : And why are you doing **that** ?

ALI : There's a picture of the **Taj Mahal** in this book somewhere. I'm turning over the pages to see where the picture **is.**

2 : My Turn Today

HASSAN : I see you're cleaning the **floor.** Do you do this work **every** day ?

SHAH : **No. Khan** did it **yesterday. Ali** did it the day **before. Today** it is **my** turn. That's why **I'm** cleaning the floor today.

HASSAN : Whose turn will it be **tomorrow** ?

SHAH : **Tomorrow** it will be **Ali's** turn again and the day **after** tomorrow **Khan's** turn.

3 : Do It In Turn

NAIDU : I see you're making **tea.** Do you make tea **every** day ?

MENON : **No.** Sami, Mudaliar and I make it in **turn.**

NAIDU : **How** ?

MENON : **Sami** makes it **one** day. **Mudaliar** makes it the day **after.** And I **make** it the day after **that.** We make the tea in **turn.**

S : A. *Put these statements differently by using some form of* has to :

1. If I do not get up before six I will be late for parade.

   ....

2. We come back to our quarters before roll call. If we don't we may get a punishment.

   ....

3. We get good coffee only in the North Hotel.

   ....

B. *Put the right word in the spaces :*

1. ....the key a turn to the left.
2. ....the first turning on the right.
3. A tall man........................long steps.
4. Solders keep..............step..............one another while they are walking on the road.
5. He and I do the cleaning-up..............turn.

Unit 133

servant, have to be



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Ram's cook is washing the **vessels.** His work is very **hard.** There is no **other** servant in the house. So he has to do the washing up **himself.** The **other** servant was sent away because he was very **slow** in his work. And till Ram gets **another** servant the cook will have to do the work of **two** servants.

The cook has to get up very **early.** He has to get the tea ready before **seven.** Then the **floor** has to be given a **rub. Prem** has to be taken to **school.** The mid-day **meal** has to be got ready. The **dogs** have to be given their **food.** The **washing-up** has to be **done.**

At five the cook has to go to the **bazaar** to get rice, sugar, salt, potatoes and other things. After coming back from the **bazaar** he has to get the **night** meal ready.

Sita and the girls are not able to give him much help, because they have **other** work to do. Kamala and Vimala are working hard for an **examination.**

Sita is looking out for **another** servant. But it is very **hard** to get servants **these** days ; quite a number of them are in the **Army** doing some work or other. Till the **war** is over Sita will not be able to get **any** good servants.

C : *The floor has to be given a rub=Someone has to give the floor a rub.*

1 : What's Ram's **cook** doing ?

2 : Why is the work so **hard** ?

3 : Why was the **other** servant sent away ?

4 : How long will the cook have to do the work of **two** servants ?

5 : When has he to get **up** ?

6 : When has he to get the **tea** ready ?

7 : What has to be given a **rub** ?

8 : Who has to be taken to **school** ?

9 : What has to be got **ready** ?

10 : What has to be done for the **dogs** ?

11 : What has to be done after **that** ?

12 : Where has he to go at **five** ?

13 : Why has he to go to the **bazaar** ?

14 : What has he to do after coming **back** from the bazaar ?

15 : Why aren't **Sita** and the **girls** able to give him much help ?

16 : What are Kamala and Vimala working hard **for** ?

17 : What's Sita looking **out** for ?

18 : Why is it **hard** to get servants these days ?

19 : When will Sita be able to get **good** servants ?

P : A soldier's (rifle) (has) to be kept **clean.**

S : Rifle : boots, etc.

M1 : Has To Be Done In Ink

ALI : I have some **work** to do. Will you please give me your **pen** ?

KHAN : You have a **pencil.** Do it in **pencil.**

ALI : The work has to be done in **ink.**

KHAN : **Karim** has a pen. Get it from **him.**

ALI : **All** right ! [*Goes out*]

2 : The New Servant

SITA : **Yes,** what **is** it ?

SERVANT : You're giving me only **15** rupees a month, madam. It isn't **enough** for the work which I'm doing.

SITA : **Nonsense !** Did you do any work **yesterday** ?

SERVANT : **Yes,** I did **all** the work, madam.

SITA : **Did** you ? Who put the **coal** on the fire all day yesterday ?

SERVANT : **You** put the coal on the fire all day yesterday.

SITA : Who put the **bread** in the oven ?

SERVANT : **You** put the bread in the oven.

SITA : Did **you** put the meals on the table ?

SERVANT : **No,** madam, **you** did that.

SITA : What work did **you** have to do then ?

SERVANT : I had to do the **rest** of the work.

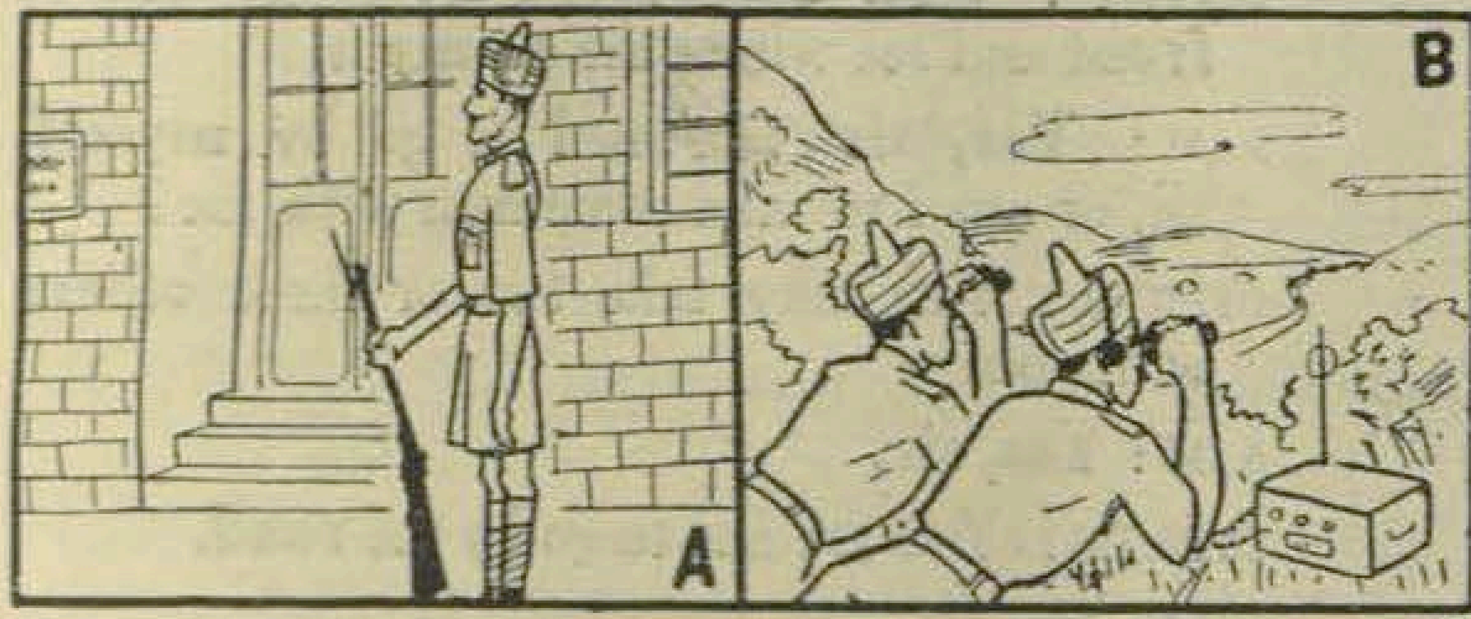
SITA : You had to do the **rest** of the work, had you ? What was **that** ?

SERVANT : I had to do the **washing-up.** I had to take a letter to the **letter-box,** and I had to put some **pictures** up on the wall. I was quite **tired** at the end of the day.

SITA [*quite angry*] : If doing **that** much work makes you tired I won't **keep** you here. You may **go.**

Unit 134

move



134

A. The soldier with a rifle in front of the building is a **sentry.** He is on '**guard** duty.' He has to see that no-one who hasn't a pass gets **in,** and that no-one outside does any **damage** to the building. He has to keep in the same **place** all the time ; he may not make a **move** to the left or right. If anyone makes a move to get **past** him he will **fire.** In other words he is a sort of **watchman.** In the daytime there is only **one** sentry. But at night there are **four** sentries on duty. One keeps moving up and down in **front** of the building. A second keeps moving up and down at the **back** of the building. The third and fourth keep moving up and down at the **sides** of the building.

B. These scouts are looking through their field glasses to see where the **enemy** is, how **strong** he is, and if he is going to make an **attack** on the Indian lines. They are watching the enemy lines with great **attention.**

It is part of the duty of a scout to go in **front** of an army and to keep a watch on the enemy **lines.** If he **sees** anything he has to send a **message** to the commander at the base.

FIRST SCOUT : Have a look at the road in the middle **distance.** Aren't there some troops on the **move** ? It seems to me they are moving down the **road.**

SECOND SCOUT : **Yes.** They are moving nearer to **us.**

FIRST SCOUT : And there are some **tanks** moving forward with the men.

SECOND SCOUT : How **strong** are they ?

FIRST SCOUT : Not more than a **thousand . . .** Better send a **message** back.

SECOND SCOUT [*gets out wireless set*] : About a thousand enemy soldiers with some tanks are moving **forward.** Seem to be **Germans . . .**

C. Three hours **back** news was sent round that there might be an attack by the enemy **tonight.** Everyone is now getting ready for the **battle.** We see a long line of anti-tank guns, armoured cars and lorries moving up to the **front.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *move*.

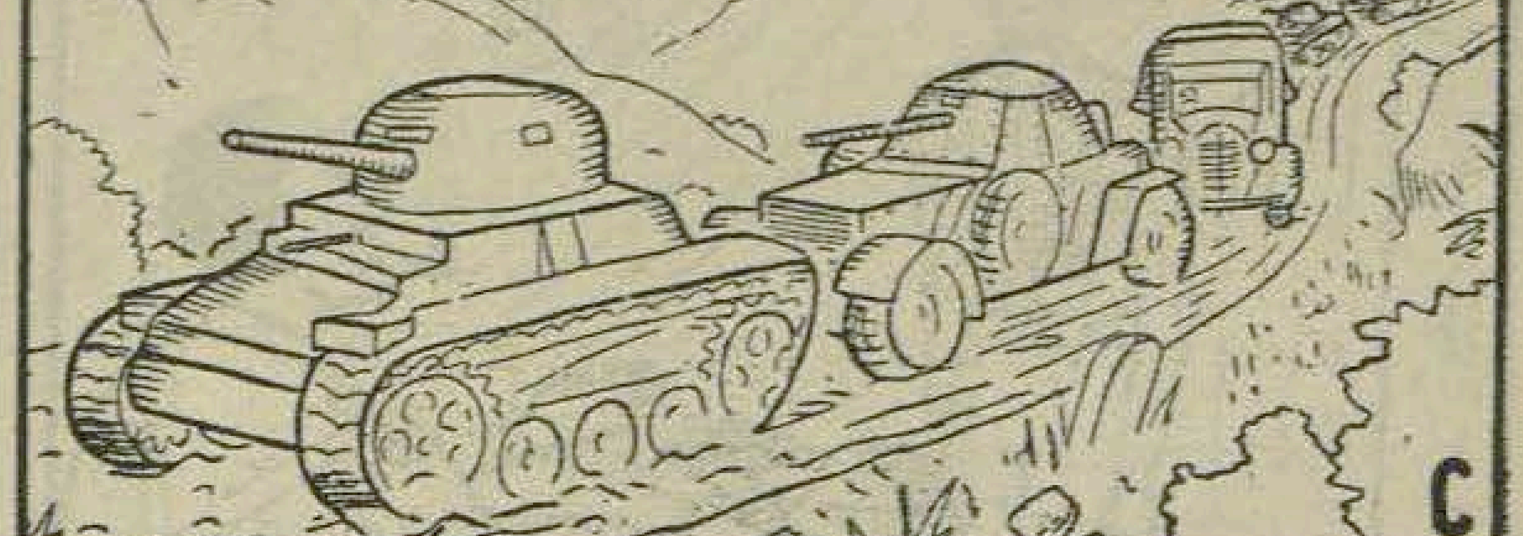
A1 : What's the soldier with a rifle in front of the **building** ?
2 : What sort of **duty** is he on ?
3 : What has he to **do** ?
4 : Why is he not able to make a **move** ?
5 : What will he do if someone makes a move to get **past** him ?
6 : Are there any **other** sentries on duty in the daytime ?
7 : What's the number of sentries on duty at **night** ?
8 : What do they **do** ?

B1 : What are these **scouts** doing ?
2 : What are they **watching** ?
3 : What has a scout to **do** ?
4 : To whom does he **send** his messages ?
5 : What does he send messages **about** ?
6 : Where are the enemy **soldiers** ?
7 : Are they keeping in the same **place** ?
8 : Are the soldiers moving **up** the road or **down** the road ?
9 : Are they moving **nearer** to the Indian lines or **farther** from the Indian lines ?
10 : What is moving forward **with** them ?
11 : How **strong** is the enemy ?
12 : What does the message **say** ?

C1 : What was sent round three hours **back** ?
2 : What's everyone getting **ready** for ?
3 : What's moving up to the **front** ?

P1 : What part of my body am I **moving** ?
N : Right hand, left hand, right leg, left leg, head, eyes, lips, etc.

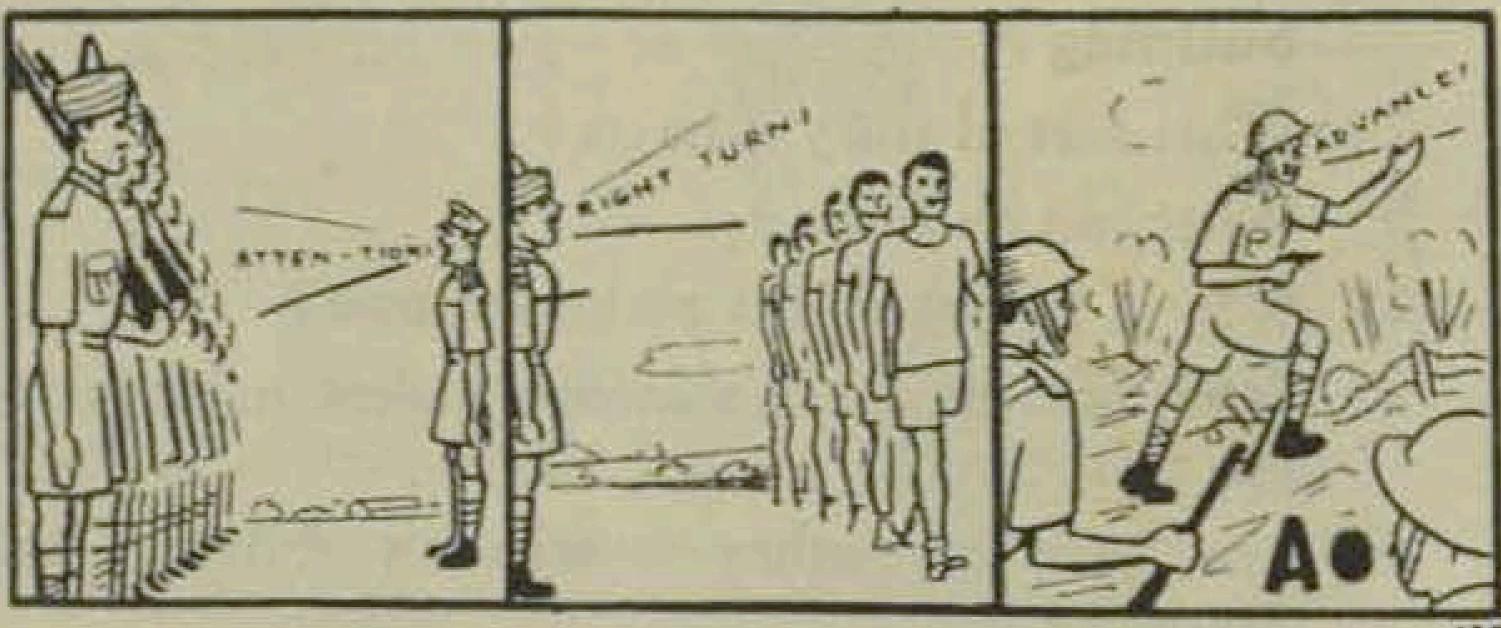
2 : What am I moving across the **table** ?
N : Models of tank, lorry, jeep, etc.



134

Unit 135

order, are to



A. When you say to someone, "May I have your **pen** for a minute?" you are making a **request.** But when you say, "**Give** me your pen," you are not making a **request**; you are **giving** an **order.** In the same way when you say, "Will you **please** get me a glass of **water**?" you are making a **request.** But when you say, "**Go** and **get** me a glass of water," you are giving an **order.**

Here are a number of orders which are given to sepoys when they are on **parade : Attention ! Right turn ! Left turn ! About turn !** And **so** on.

Here are some of the orders which are given to sepoys when they are doing **P.T. : Class, attention ! Right turn ! Double march ! Halt ! Deep breathing ! Begin !** All these orders are given in **English.**

Among the orders which are given to sepoys while they are **fighting** are : **Advance ! Fire ! Take cover !** When the commanding officer says, '**Advance,**' the men have to go **forward.** When the commanding officer says, '**Fire,**' the men have to let off their **guns.** And when the commanding officer says, '**Take cover,**' the men have to take **cover.** The men have to do what the Commanding Officer **says.**

It is **right** for a soldier of a **higher** rank to give an order to a soldier of a **lower** rank. But it is **not** right for a soldier of a **lower** rank to give an order to a soldier of a **higher** rank. A **lance-naik** has the right to give an order to a **sepoy.** But a **sepoy** has **no** right to give an order to a **lance-naik.** A soldier of a **higher** rank **gives** orders to a soldier of a **lower** rank. A soldier of a **lower** rank **takes** his orders from a soldier of a **higher** rank.



B. Here an **officer** is ordering one of his **men** to do a number of things. The man **is taking** his orders from the officer.

OFFICER : Ram Sarup, you are to go out in **front** and see where the **enemy** is.

RAM : **Yes, sir..** Am I to go by **myself,** sir, or am I to take some men **with** me?

OFFICER : You may take two or three **others** with you.

RAM : **Yes, sir.**

OFFICER : You are not to go by the **road.**

RAM : **No, sir.**

OFFICER : You are to go round the foot of the **hill.**

RAM : **Yes, sir..** Am I to take any **photographs,** sir?

OFFICER : If you are **able** to take any photographs so much the **better.**

RAM : **Yes, sir..** At what **time** am I to go, sir?

OFFICER : At five in the **morning.**

RAM : **Yes, sir..** Who is to take my place in the platoon while I am **away,** sir?

OFFICER : **Lal Singh** is to take your place in the platoon while you are away.

RAM : **Yes, sir.**

OFFICER : And Ram **Sarup !**

RAM : **Yes, sir.**

OFFICER : You are to come back with news about the enemy before **ten o'clock.**

RAM : **Yes, sir.**

OFFICER : You may **go** now.

RAM : **Yes, sir.**

Ram Sarup has his **orders** now. He is to go at **five** in the morning with two or three **other** men. He is not to take the **road**; he is to go round the foot of the **hill.** He is to take **photographs** of the enemy. And he is to come back to the base with news about the enemy before **ten o'clock.** These are his **orders.**

C: We sometimes make use of *is to* to give an order. *You are to put on your belts=I give you an order to put on your belts. He is to put on his gas mask=I am ordering him to put on his gas mask.*

A1 : When I say to someone, "May I have your **pen** for a minute?" what am I **doing**?

2 : When I say, "**Give** me your pen," what am I **doing**?

3 : When I say, "Will you **please** get me a glass of **water**?" what am I **doing**?

4 : When I say, "**Go** and **get** me a glass of water," what am I **doing**?

5 : What's "**Attention**"?

6 : When is **that** order given ?

7 : What's "**Left turn**"?

8 : When is **that** order given ?

9 : What are some of the **other** orders which are given to men who are on **parade** ?

10 : What are some of the orders which are given to men who are doing **P.T.** ?

11 : What sort of orders are given to men while they are **fighting** ?

12 : When the commanding officer says, "**Advance,**" what have the men to **do** ?

13 : When the commanding officer says, "**Fire,**" what have the men to **do** ?

14 : When the commanding officer says, "**Take cover,**" what have the men to **do** ?

15 : Is it right for a soldier of a **higher** rank to give an order to a soldier of a **lower** rank ?

16 : Is it right for a soldier of a **lower** rank to give an order to a soldier of a **higher** rank ?

17 : Has a **lance-naik** the right to give an order to a **sepoy** ?

18 : Has a **sepoy** the right to give an order to a **lance-naik** ?

19 : Who **gives** orders ?

20 : Who **takes** orders ?

B1 : What's the **officer** doing ?

2 : What's **Ram Sarup** doing ?

3 : What is he to **do** ?

4 : Is he to go by **himself** ?

5 : Which **way** is he to go ?

6 : Is he to take any **photographs** ?

7 : At what **time** is he to go ?

8 : Who is to take his place while he is **away** ?

9 : At what time is he to come back with news about the **enemy** ?

10 : What are the officer's **orders** to Ram Sarup ?

P1 : Will you please give me your (**book**) ? .. Is that a **request** or an **order** ?

S : Book : pen, pencil, rubber, towel, mess-tin, etc.

2 : Go and give this (**message**) to the **O.C.** .. Am I making a **request** or am I giving an **order** ?

S : Message : chit, letter, etc.

3 : Has a (**lance-naik**) the right to give an order to a (**sepoy**) ?

S : Lance-naik, sepoy : naik, lance-naik ; naik, havildar ; jemadar, havildar ; jemadar, subedar ; lieutenant, captain.

N : Mix questions with 'yes' and 'no' answers.

4 : Does a (**first lieutenant**) take his orders from a (**second lieutenant**) ?

S : First lieutenant, second lieutenant : captain, first lieutenant ; etc.

N : Mix questions with 'yes' and 'no' answers.

5 : You are to get my (rifle) clean **today.** Is that an **order** or a **request** ?

S : Rifle : uniform, boots, etc.

N : Mix 'orders' with 'requests.'

6 : **Ram Singh** is to get the (letters) from the (post office) today .. Is that a **request** or an **order** ?

S : Letters, post-office : money, bank ; tickets, railway station ; etc.

N : Mix 'orders' with 'requests.'

M1 : **By Order**

CONDUCTOR [*in bus*] : No smoking in the front **seats.**

SEPOY [*on front seat, smoking*] : No smoking in the front **seats** ?

CONDUCTOR : **No.** [*Pointing to notice*] : Have a look at the **board, there.**

SEPOY [*reading*] : NO SMOKING IN THE FRONT SEATS—BY ORDER [*Going to back seat*] : I'm **sorry.**

2 : **Give An Order For**

SAMI : My shoes are getting **old.** I'm going to give an order for a pair of **new** ones.

MENON : **Where** ?

SAMI : There's a shoe-maker down the road who makes very **good** shoes .. I'm going to give him the order **today.**

3 : **Made To Order**

MUDALIAR : Hullo, **Sami,** what are you doing **here** ?

SAMI [*in shoe-maker's store*] : I'm ordering a new pair of **shoes.**

MUDALIAR [*pointing*] : There are some very good **ready-made** shoes over there.

SAMI : Yes, they're not **bad.** But I never get **ready-made** shoes. I have all my shoes made to **order.**

W1 : Ask : Go and get my (rifle) from the (table) .. Is this an order or a request ? (Mix orders with requests).

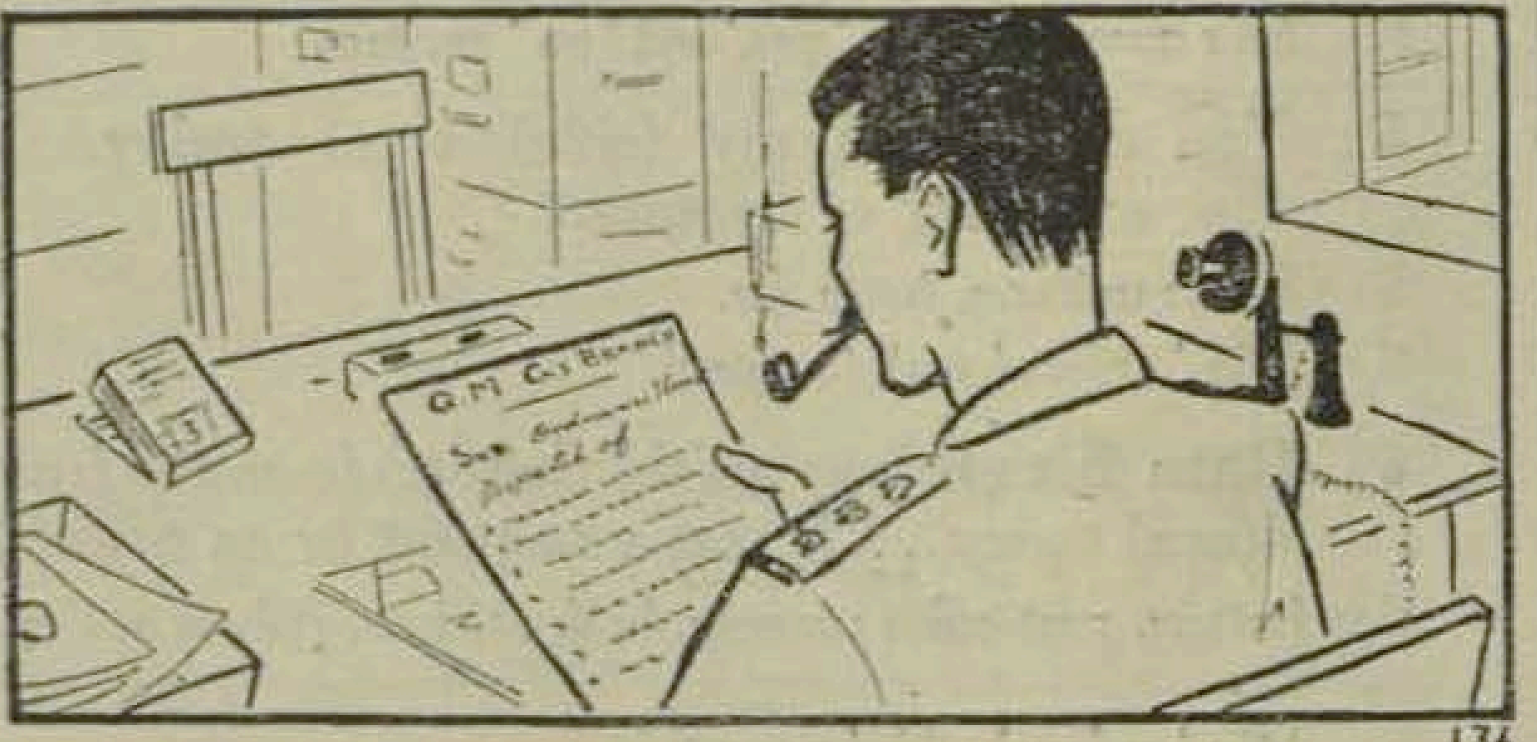
2 : Put (twenty) of these (rifles) in (Depot No. 1). (Learners are to make use of *are to* form).

3 : These orders are to be changed into requests : You are to make the (tea).

4 : You-he conversion : You are to go to (Calcutta) by the (ten o'clock) train (tomorrow).

Unit 136

is to be sent, etc.



136

Here is a G.H.Q. **order** to an officer in the Quarter-Master-General's Office :

One thousand rifles, two hundred tommy-guns, one hundred Bren-guns and fifty anti-aircraft guns are being sent from Place **A** to Place **B.**

You are to go to Place **B** on Monday the 14th to see if the rifles, tommy-guns etc. are all right.

Out of the thousand rifles **five** hundred are to be sent to Place **C** and **five** hundred are to be sent to Place **D.** Out of the two hundred tommy-guns **one** hundred are to be sent to Place **E** and **one** hundred are to be sent to Place **F.** Out of the one hundred Bren-guns **fifty** are to be sent to Place **G** and **fifty** are to be sent to Place **H.** The Bren-guns may be sent by **road** or by **sea.** Out of the fifty anti-aircraft guns **ten** are to be given to the Officer Commanding **"X"** Division. The others are to be kept in Depot No. 0000 in the **south** part of the town.

C : *Are to be sent = Someone is to send. Are to be be given = Someone is to give. Are to be kept = Someone is to keep.*

1 : What sort of **order** is this ?

2 : To whom is the order **given** ?

3 : What's the number of **rifles** which are being sent ?

4 : What's the number of **tommy-guns** which are being sent ?

5 : What's the number of **Bren-guns** which are being sent ?

6 : What's the number of **anti-aircraft** guns which are being sent ?

7 : Where is the officer to **go** ?

8 : **When** is the officer to go ?

9 : Are **all** the thousand rifles to be sent to place **C** ?

10 : Where are the **others** to be sent ?

11 : Are **all** the two hundred tommy-guns to be sent to place **E** ?

12 : Where are the **others** to be sent ?

13 : Are **all** the hundred Bren-guns to be sent to place **G** ?

14 : Where are the **others** to be sent ?

15 : **How** are the Bren-guns to be sent ?

16 : Are **all** the anti-aircraft guns to be given to the Officer Commanding **"X"** Division ?

17 : Where are the **others** to be **kept** ?

P1 : Before going to the **front** every sepoy is to be given (ten chapatis).

S : Ten chapatis : a water-bottle full of water, ten rounds of ammunition, etc.

N : In all these drills (P1—P7) learners are to make statements of the same sort.

2 : Tomorrow morning the sepoys are to be taken to see the (**cloth-works**).

S : Cloth-works : farm, school, etc., the Taj Mahal, etc.

3 : In the winter the (**ammunition**) (is) to be kept in the (**depot**).

S : Ammunition : stores, bags, etc.

4 : The goods are to be sent (in) (**trucks**).

S : Trucks : lorries, carts, etc., by road, by rail, by sea, by air.

5 : The letters are to be sent by (**air mail**).

S : Air mail : sea mail, post, hand.

6 : All (letters) are to be sent to the censor **first.**

S : Letters : post-cards, telegrams, wires, newspapers, messages, etc.

7 : If a man is not present at **roll-call** he is to be put on (guard duty) for ten **hours.**

S : Guard duty : fatigue, etc.

M1 : To Be Taken

DOCTOR [*giving quinine*] : That's for **you,** Sami.

SAMI : **Thank** you, doctor !

DOCTOR : It is to be taken three times a day **after** meals.

SAMI : **Thank** you !

2 : Stick To Be Given To

LAL SINGH [*pointing to hockey stick on table*] : There's a hockey-**stick** on the table .. Is it for **me** ?

PITAM SINGH : **No,** it's for the **best** hockey player in the **unit.**

LAL SINGH : Who **is** the best hockey player in the unit ?

PITAM SINGH : **Ram Singh.**

LAL SINGH : When is it to be **given** to him ?

PITAM SINGH : It is to be given to him on **Sunday** when we are on **parade.**

Seatwork (Units 133-136)

A. *Put the right word from this list in the spaces :* turn, step, move, order.

1. There are ten .... from the street level to the first floor of the building.
2. The earth keeps .... round and round the sun.
3. Here are your .... ; you are to go to Calcutta tomorrow and report yourself for duty.
4. The man is .... the wheel round and round.

B. *Put the right word in the spaces :*

1. The road .... a turn to the right.
2. Today you are cooking the food ; I will .... my turn tomorrow.
3. He is not reading ; he is only turning .... the pages.
4. We do the washing up .... turn.
5. Do not .... a move to the right or to the left.
6. The troops are .... the move ; they are all going to Assam.
7. The officer was .... the sepoy an order.
8. The sepoy is .... his orders .... the officer.
9. The servant .... his orders now. He is not to go out between ten and four.
10. 'Only those in uniform may come in' .... Order.
11. I am giving the shoe-maker an order .... a pair of boots.
12. Is your table .... made or made .... order ?

C. *Here are a number of statements. Put* request *or* order, *whichever is right, in the spaces after them :*

1. Please get me a blade from the canteen ....
2. Will you please make some tea for me ? ....
3. Go and get my rifle clean ....
4. You will go to the post office at four o'clock and get me my letters ....
5. May I keep your stick for a day ? ....
6. You are to go on guard duty today ....
7. Ram Singh is to get the railway warrant tomorrow ....
8. Have a bit of this mango ....
9. See who is at the door ....
10. Attention ! ....

D. *These requests are to be changed into orders. Make use of the* is to *form :*

1. Please come to the Information Room at five today.
....
2. Will you please go out and see why the men are here ?
....
3. Will you get me some dubbin from the canteen ?
....
4. Please make some tea for me.
....
5. Please put this letter in the letter-box.
....

E. *These orders are to be changed into requests :*

1. Go and see who is making the noise.
....
2. Put some paint on these walls tomorrow.
....
3. You are to go to the bazaar and get me some petrol.
....
4. You will go and get my rifle clean.
....

F. *Put the words in the brackets in the place of the words in sloping print and make other necessary changes :*

1. *He* is to go on fatigue today. (you)
....
2. *She* is to take the dust off the things in the room. (they)
....
3. Am *I* to do this work without help from anyone ? (we)
....
4. When are *you* to go to Assam ? (he)
....
5. Where are *they* to send the rifles. (I)
....
6. What are *we* to do now ? (she)
....

G. *These statements are to be changed into the passive form:*

E.g. Send these books to Calcutta.
These books are to be sent to Calcutta.

1. Give ten cigarettes to every sepoy.
....
2. Send these tanks to Jubbulpore.
....
3. Take the sepoys in the truck.
....
4. Put up the tents in this field.
....

Seatwork (Units 121-136)

A. *Put a line through those statements which are wrong. Then make them right :*

1. The barrel of a gun is made of wood.
2. The butt of a rifle is made of steel.
3. Our rupees are made of gold.
4. Tanks and airplanes are made in our houses.
5. Iron is a sort of stone.
6. On a question paper are answers.
7. If an answer is right you will get full marks for it.
8. In the word *rough* there are six letters.
9. If a recruit is put in a tank unit he is given a training in the duties of an airman.
10. The lights in a barracks are put on at ' lights out '.
11. In a station the cooking is done in the armoury.
12. Iron is got from plants.
13. When the four sides of a room are equal the room is square.
14. A square has two middle points.
15. Thursday is the middle of the week.

B. *Put these statements in the passive form :*

E.g.: We get iron from mines.
Iron is got from mines.

1. They made him a havildar.
2. They make guns in factories.
3. This is how we make coffee.
4. This is how we put up a tent.
5. This is the sort of question which we put to a recruit.
6. They put the fruit in boxes.
7. They will put him in the Artillery.
8. They may put him on guard duty.
9. They take the sepoys from one place to another in lorries.
10. They took the man to hospital in an ambulance.
11. They will now take Ram Singh before the C.O.
12. They may take your brother into the Army.
13. They keep their mosquito nets under the beds.
14. They kept the sepoy in the lock-up for one day.
15. They will keep our regiment in Iraq for a year.
16. They may keep their drinking vessels on the shelf or under the bed.
17. They do the washing-up in this room.
18. They did the cooking in an electric oven.
19. They will do their map-reading in English.
20. They may do their writing in ink.

C. *Put down questions to which these are answers :*

1. ......
This table is made of wood.
2. ......
Bullets are made of steel.
3. ......
The best watches are made in Switzerland.
4. ......
Coal is got from mines.
5. ......
This house is let to my friend.
6. ......
Yes, I was given a haversack and a water-bottle.
7. ......
A cup of tea may be had for half an anna.
8. ......
No, he was never sent outside India.
9. ......
I got this bag made by a friend.
10. ......
I had these trousers made in England.

D. *Put these statements differently by using some form of* has to :

1. If I am not present at roll call they will give me a punishment.
E.g.: I have to be present at roll call. If I am not they will give me a punishment.
2. If we do not go to the cafe before eight we will not get any drinks.

3. He takes medicine every day. If he does not he won't get well quickly.

4. We do hard work. If we don't we won't get promotion.

5. We have a bath every day. If we don't we won't be able to keep ourselves healthy.

6. I am going to Delhi ; there is some work at G.H.Q. which only I am able to do.

7. Govinda takes his dog out for a walk ; if he does not no other person will.

8. The cook is ill ; mother will do the cooking tomorrow.

9. There was rain. That is why we put off the match.

10. I hadn't a box. That is why I kept the sheets on the bed.

11. No-one was able to put a dressing on his wound. That is why they took him to hospital.

12. The officer went to the store himself to get some buttons because his servant was on leave.

13. Mohun never gets his shoes from a store ; his father is a shoe-maker.

14. Washing shirts and trousers is not our work ; it is the work of the washerman.

15. We do not get up early ; we have a cook.

16. My teacher says I may do most of my work at home ; that is why I do not go to school every day.

E. *Put down questions to which these are answers :*

1. ....
Yes, I have to get ready for parade now.
2. ....
No, he hasn't to do guard duty today.
3. ....
He has to get up before five.
4. ....
We have to have our bath near the pipe.
5. ....
I had to go by bus because there was no space in the car.
6. ....
We had to take our food with us because there were no good cafes in the place.

F. *Put these statements into the passive form :*

E.g.: Someone has to give it a wash.
It has to be given a wash.

1. Someone had to take him to hospital.
2. They have to give the floor a wash.
3. They have to put out the lights at ten.
4. They will have to give the men higher pay.
5. They may have to do the work before Monday.
6. They had to send the servant away.
7. They had to keep the men on short rations for a week.

G. *Put these statements differently by using some form of* is to :

1. Go to the post office and get the letters.
2. Take the dust off the things in the room.
3. Give every sepoy a bottle of water.

H. *Put down questions to which these are answers, using the words in the brackets :*

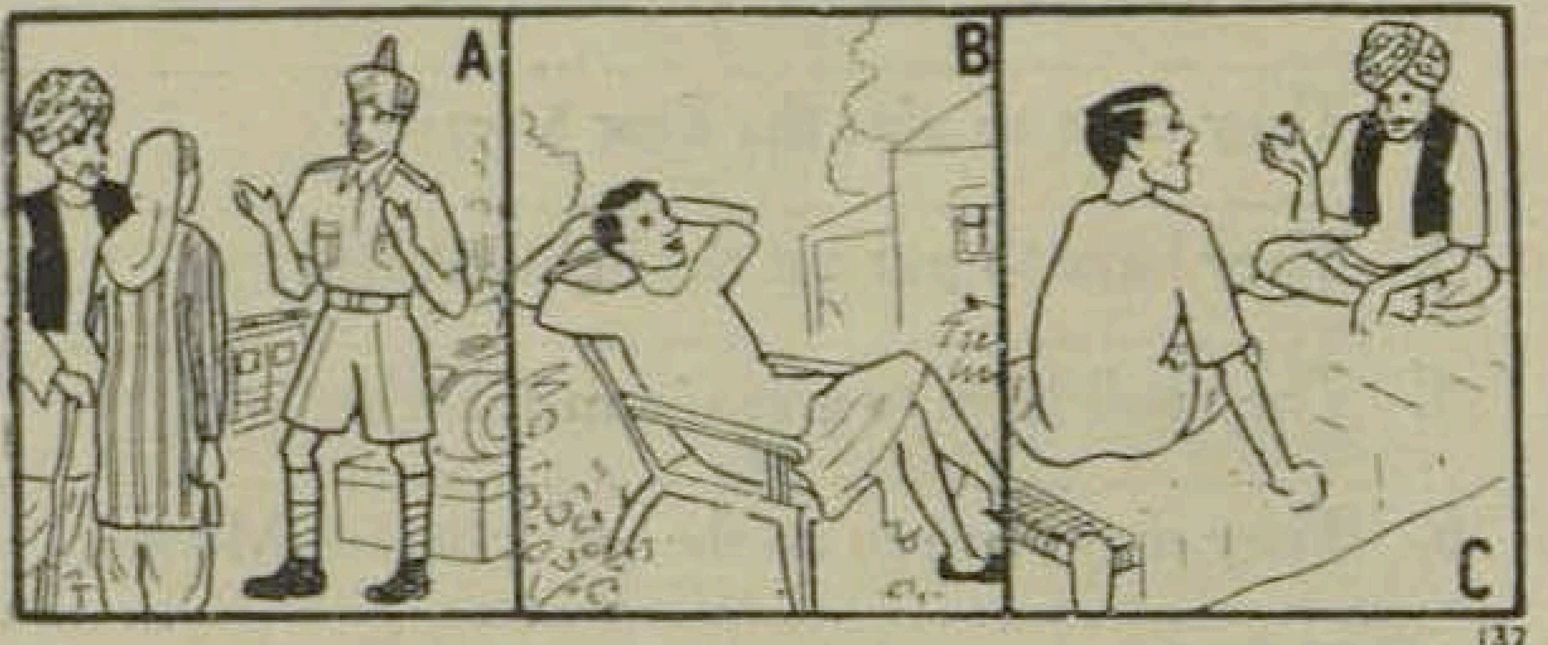
1. ....
You are to go to Calcutta tomorrow. (where)
2. ....
Ram Singh is to get up before five. (when)
3. ....
Sami is to get my rifle clean. (who)
4. ....
We are to put on our gas masks for training. (why)
5. ....
We are to get the land level. (what)

I. *Put these statements in the passive form :*

1. Give him three pairs of shorts.
2. Put these books under my cushion.
3. Don't let anyone in between four and five.
4. Send these letters to G.H.Q.
5. Put up a bridge across the river.
6. You were to keep the car in the garage.
7. They were to make ten baskets.

Unit 137

change



A. Umesh is meeting his father and mother for the **first** time in **five** years. He went off to the wars in July **1940**. Today is July 1st **1945** and he is **back** again—after five long years in the **Middle East** and in **Europe.** Umesh got off the train **fifteen minutes** back, but the father, the mother and the son are all still at the station **talking** to one another.

Umesh's father, Hari, is saying to himself, " Is this my son **Umesh** whom we sent to the wars in 1940? He seems like a **different** man to me." The father is **right.** Umesh **does** seem like a different man. There is a **change** in his **looks.** He seems **taller, stronger** and **healthier** than before. His **body** is **straighter;** his **eyes** are **brighter.** There is a change in his **voice;** it is **louder** and **happier.** There is a change in his way of **talking;** the words seem to come more **readily** to his **lips.** Before he went away he was **quiet** and a little **sad.** Now he keeps on **smiling** and **laughing.** The father and mother see a **great** change in their boy. But it is not a change for the **worse;** it is a change for the **better.** Umesh is a much **better** man now than he was five years **back.**

And all the time Umesh is saying to **himself,** " My father and mother are looking **older** and **feebler.** There is a great **change** in them. The colour of their **hair** is changing. Before it was **black;** now it is almost **white. Yes,** they are getting **old.**"

B. One hour **later.** Umesh is in his **house;** he is **home** at last. He is having a quiet **rest** on a seat in front of the house. What a **change** from the **noise** of tanks and airplanes to the **quiet** of this country place! " The change will do me **good,**" Umesh is saying to himself.

C. A **month** later. Umesh is talking to his **father.** He is saying that he will not go on living in this dirty little village any **longer.**

UMESH : I'm going away to the great **town** to get a living, father.

HARI : But **why,** my son? Isn't our village **good** enough for you?

UMESH : **No!** It is **not** good enough, for **me** or for **anyone.** It is not **clean;** it is not **healthy.** The men and women are not **interesting.** There is so little to **do.** There has to be a **change,** father.

HARI : What **sort** of change, my son?

UMESH : We will have to have **better** villages, like some of the villages which I saw in **Europe.**

HARI : What's **wrong** with our village?

UMESH : **Everything** is wrong. The **roads** are **narrow;** the **drains** are **dirty;** the **houses** are **small** and **dark;** the **food** is **bad;** the **men** are not **strong** and **healthy;** the **women** are not **interesting.** There is no **school** for the boys and girls. There is no **doctor** to go to when we are ill; there is no **'information'** room where we may get **books** and **newspapers;** there is no **radio** to give us the latest news; there is no **cinema** for amusement or 'instruction;' there is no **playing-field** for football or hockey when the day's work is over.

HARI : And who is going to **give** us all this? Where is the **money** to come from?

UMESH : From the **Government** and from the **land.**

HARI : From the **land**? How much **produce** do we get from the land? It is hard enough to get **food** for ourselves.

UMESH : That's **another** thing. There will have to be changes in our way of **farming.** We will have to have longer and wider **fields,** we will have to have **group** farming, we will have to have better **seeds,** ploughs made of **iron,** and **machines** for ploughing, planting and cutting. Then we will be able to make enough money for better **roads** and **houses,** for a **reading** room, for a **cinema** . . .

HARI : And how are these changes to take **place**?

UMESH : Let us have a **meeting** of the villagers and I will give them a **talk** on how to make our villages better. That's the **first** thing to do.

HARI : And we will **do** it. **I** will be at your side to give you **support.** To make the village better will be a **great** work. So let's have no more talk of running away to the **town,** my son.

UMESH : **No** father. You are **right.** I see that my work is **here.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *change.*

A1 : Whom is Umesh **meeting**?

2 : When did he go off to the **wars**?

3 : What's the date **today** ?

4 : How long was he in **Europe** and the **Middle East** ?

5 : When did Umesh get off the **train** ?

6 : Where are the **father, mother** and **son** ?

7 : Why are they still at the **station** ?

8 : What's Hari **saying** to himself ?

9 : **Does** Umesh seem like a different man ?

10 : What is there a **change** in ?

11 : What **sort** of change is there in his looks ?

12 : What **other** change is there ?

13 : What sort of change **is** it ?

14 : Is there any **other** change in him ?

15 : How is his way of talking **different** ?

16 : What sort of man was he **before** he went away ?

17 : What sort of man is he **now** ?

18 : Is the change in Umesh a change for the **worse** or a change for the **better** ?

19 : Why do you say that it is a change for the **better** ?

20 : How are the **father** and **mother** looking ?

21 : Is the colour of their **hair** changing ?

22 : What was the colour of their hair **before** ?

23 : What is the colour of their hair **now** ?

B1 : Where is Umesh **now** ?

2 : What is he **doing** ?

3 : **Where** is he resting ?

4 : How is this place **different** ?

5 : What is Umesh **saying** to himself ?

C1 : To whom is Umesh **talking** ?

2 : What is he **saying** ?

3 : Where's Umesh going to get a **living** ?

4 : Why is the village not **good** enough for him ?

5 : What, in his opinion, has there to **be** ?

6 : What **question** does Hari put ?

7 : Which are **better** as a rule, villages in **India** or villages in **Europe** ?

8 : What's wrong with the **roads** in Umesh's village ?

9 : What's wrong with the **drains** ?

10 : What's wrong with the **houses** ?

11 : What's wrong with the **food** ?

12 : What's wrong with the **men** ?

13 : What's wrong with the **women** ?

14 : Is there a **school** for the **boys** and **girls** ?

15 : Is there a **doctor** to go to ?

16 : Is there an **information** room ?

17 : What do we **get** in an information room ?

18 : Is there a **radio** ?

19 : Is there a **cinema** ?

20 : Is there a **playing-field** ?

21 : Where is the money for all these things to **come** from ?

22 : What sort of **fields** will we have to have to get more produce from the land ?

23 : What sort of **farming** will we have to have ?

24 : What sort of **seeds** will we have to have ?

25 : What sort of **ploughs** will we have to have ?

26 : What sort of **machines** will we have to have ?

27 : What does Umesh say is the **first** thing to do ?

28 : Is Hari ready to give him **support** ?

29 : **Why** is he ready to give his support ?

30 : Will Umesh go away from the **village** ?

31 : **Why** not ?

P : I am taking off (**one**) (coat) and putting on **another** . . . What am I **doing** ?

S : Coat : shirt, hat, shorts, trousers, socks, stockings, shoes, boots.

N : Learners are to say : You are changing your (**coat**).

M1 : Make A Change

KHAN : What are you **doing** ?

ALI [*who is writing something on a form*] : I am sending a request for **leave** . . . [*Giving form to Khan*] : Is **that** all right ?

KHAN [*after reading*] : It's all right but for the **date.** You've got the **date** wrong. Today is the **31st**, not the **30th**. Make a change in the **date.**

ALI : **Thank** you !

2 : Cards For A Change

DAS : I'm **tired** of **reading. Come** on, let's have a game of (**cards**) for a **change.**

BOSE : **All** right ! [*They go out*]

S : Cards : football, hockey.

3 : Where's The Change ?

SAMI [*at store*] : What's the price of that **book** ?

STOREMAN : **Six annas.**

SAMI : I'll **take** the book . . . [*Giving a rupee*] : **Here's** the money. [*The storeman puts money in box and goes away*]: **Hi !** the price of the book is **six annas,** but I gave you a **rupee.** Where's the **change** ?

STOREMAN : I'm **sorry.** [*Giving him ten annas*]: **Here's** the change.

Unit 138

moon, ray, star, mist



A. This is a picture of the sky at **night.** The **moon** is in the sky. The **moon** is more **beautiful** than the **sun,** but the **sun** is of greater **use** to us than the **moon.** The form of the moon in the picture is a full **circle.**

We see rays of light from the **moon** falling on the **water.** A **ray** of light is a **line** of light. A ray of light from the **moon** takes less than **two seconds** to get to the earth ; a ray of light from the **sun** takes **eight minutes** to get to the earth.

The **sun** gives us light in the **day.** The **moon** gives us light in the **night.** But the **moon** does not give as **much** light as the **sun.** The light which we get from the **sun** is **sunlight.** The light which we get from the **moon** is **moonlight.** Moonlight is more **beautiful** than sunlight, but it is not as **warm** as sunlight.

The sun and the moon **seem** to be about the same **size.** But the moon is much **smaller** than the sun. It is much smaller than the **earth** even. The sun and the moon **seem** to be about the same size because the sun is much **farther** from us than the moon. The distance between the **earth** and the **moon** is about **240,000** miles. But the distance between the **earth** and the **sun** is about **93,000,000** miles. **That** is why the moon seems to us about the same size as the sun.

The moon goes round the **earth.** It takes about a **month** to go round the earth. At the same time the **earth** is going round the **sun.** The **moon** takes the same time to go round the **sun** as the **earth,** that is to say, one **year.** The moon goes round the earth **twelve** times in the same time as it takes the **earth** to go round the **sun.**

B. This is a picture of the moon in the **middle** of the month. The form of the moon in **this** picture is **different** from the form of the moon in the **first** picture. The form of the moon in **this** picture is **half** a circle.

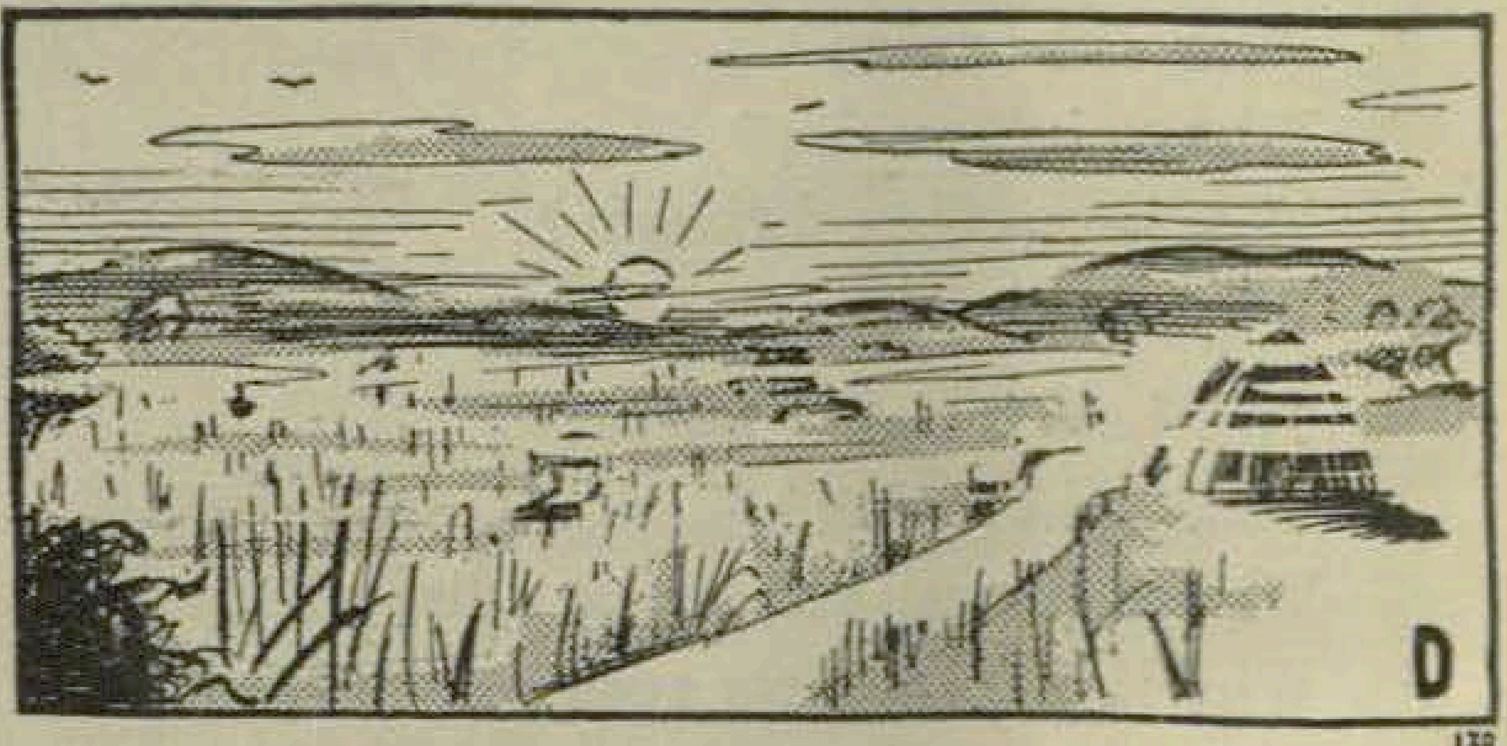
The form of the moon is not the **same** all through the month ; it keeps **changing** from **night** to **night.** On **one** night in the month the form of the moon is a complete **circle ;** on **another** night we do not see the moon at **all.** When the moon is a complete **circle** we give it the name **full** moon. When we are not able to see **any** part of the moon we give **it** the name **new** moon. From **full** moon to **new** moon the moon becomes **smaller** and **smaller.** From **new** moon to **full** moon the size of the moon becomes **greater** and **greater.** There are **fifteen days** between **full** moon and **new** moon. There is a **month** between **one** full moon and **another** and there is a **month** between one **new** moon and **another.**

Are there any men and women like **us** on the moon ? Some say there **are ;** others say there are **not.**

C. This is **another** picture of the sky at night. The moon is in the sky and round the moon there are some **stars.** There are **ten** stars in the picture.

All the stars **seem** to be of the same size. But they are **not** of the same size. Some stars are much **smaller** than others. All the stars **seem** to be smaller than the moon. But they are **not** smaller than the moon. They **seem** smaller because they are **farther** from us than the moon ; some are even farther from us than the **sun.** It may take two or three **years** for a ray of light from the **farthest** star to get to the earth.

There is a star in the **north** part of the sky which is the **brightest** in the group. It is in the **Pole Star.** In **Hindi** we give it the name **Dhrub.** It is in the **same** place in the sky **every** night. Near the **Pole Star** we see a group of **seven** stars. In **English** we give these seven stars the name **Great Bear.** In **Hindi** we give them the name **Saptharishi.**



D. This is a picture of a **field** in the early part of the **day.** There is a **mist** over the field. We are not able to see the field **clearly** because of the **mist.** The mist is like **smoke.** The mist will go **away** after some time. The rays of the sun will make the air **dry** and **clear** and the mist will go **away.**

Mist is a form of **water.** It is like a **cloud** near the **land.** As a rule one sees mist only in the **early** part of the day and in the **late** part of the day when the sun is not **warm.**

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *moon, ray, star* AND *mist.*

A1 : What's **this** a picture of ?
2 : What's in the **sky** ?

3 : Which is more **beautiful,** the **sun** or the **moon** ?

4 : Which is of greater **use** to us, the **sun** or the **moon** ?

5 : What's the **form** of the moon in the picture ?

6 : What are falling on the **water** ?

7 : What's a **ray** of light ?

8 : How long does a ray of light from the **moon** take to get to the **earth** ?

9 : How long does a ray of light from the **sun** take to get to the earth ?

10 : What gives us light in the **day** ?

11 : What gives us light in the **night** ?

12 : Does the **moon** give us as much light as the **sun** ?

13 : What's **sunlight** ?

14 : What's **moonlight** ?

15 : Which is more **beautiful, sunlight** or **moonlight** ?

16 : Which is **warmer, sunlight** or **moonlight** ?

17 : Which is **smaller,** the **sun** or the **moon** ?

18 : Which is **smaller,** the **moon** or the **earth** ?

19 : Why do the sun and the moon seem to be about the same **size** ?

20 : What's the distance between the **moon** and the **earth** ?

21 : What's the distance between the **sun** and the **earth** ?

22 : What goes round the **earth** ?

23 : How **long** does the moon take to go round the earth ?

24 : What is going round the **sun** at the same time ?

25 : How long does the **earth** take to go round the sun ?

26 : How long does the **moon** take to go round the sun ?

B1 : What's **this** a picture of ?

2 : Is the form of the moon in **this** picture the same as the form of the moon in the **first** picture ?

3 : What's the form of the moon in **this** picture ?

4 : Is the form of the moon the same all **through** the month ?

5 : When do we say it is **full** moon ?

6 : When do we say it is **new** moon ?

7 : When does the moon become **smaller** and **smaller** ?

8 : When does the size of the moon become **greater** and **greater** ?

9 : What's the number of days between **full** moon and **new** moon ?

10 : What's the number of days between **one** full moon and **another** ?

11 : What's the number of days between one **new** moon and **another** ?

12 : Are there any men like **us** on the moon ?

C1 : What's **this** a picture of ?

2 : Is the **moon** in the sky ?

3 : What are there **round** the moon ?

4 : What's the **number** of stars in the picture ?

5 : Are all the stars of the same **size** ?

6 : Are the stars **smaller** than the moon ?

7 : Why do they **seem** smaller than the moon ?

8 : How long may it take for a ray of light from the **farthest** star to get to the **earth** ?

9 : Which is the **brightest** star in the group ?

10 : Which **part** of the sky is it in ?

11 : What is its name in **Hindi** ?

12 : What do we see **near** the Pole Star ?

13 : What is its name in **English** ?

14 : What is its name in **Hindi** ?

D1 : What's **this** a picture of ?

2 : What's **over** the field ?

3 : Why aren't we able to see the field **clearly** ?

4 : What's the mist **like** ?

5 : When will the mist go **away** ?

6 : What will make the air **dry** and **clear** ?

7 : What's mist a **form** of ?

8 : What's it **like** ?

9 : When does one **see** mist as a rule ?

M1 : Walk In The Moonlight

BOY : Today is **full moon** . . . The **sky** will be **clear** and the **moon** will be **bright** . . . Will you come for a **walk** in the **moonlight** tonight ?

GIRL : With **pleasure.**

2 : Mist Over The River

FRIEND : Come on, let's go for a swim **in** the **river.**

GOVINDA : But there's a **mist** over the river.

FRIEND : What if there **is** a mist over the river ?

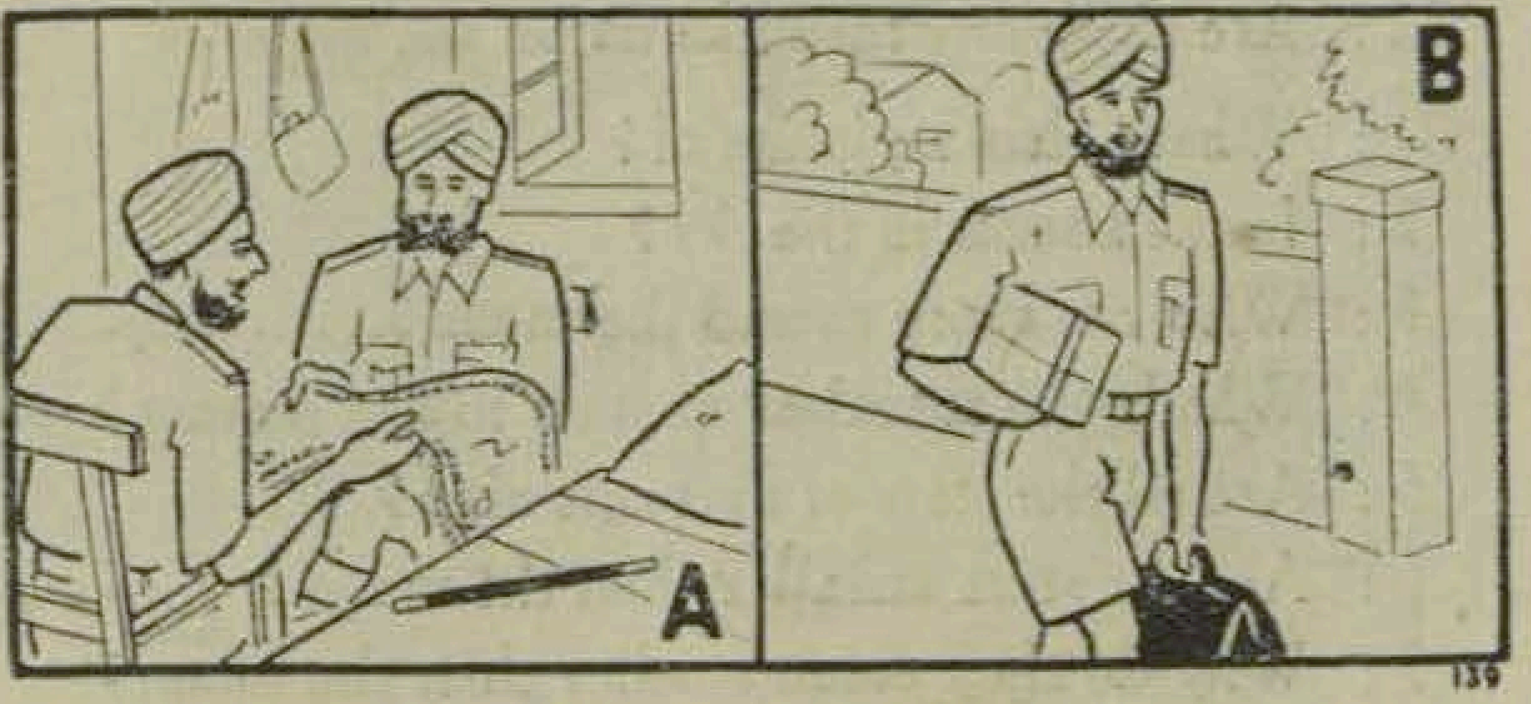
GOVINDA : If you get **tired** and give a cry for **help** no-one will be able to see where you **are**, because of the **mist.**

FRIEND : Then let's go for a swim **later,** when there's **no** mist.

GOVINDA : This is **winter,** and in the winter there's a mist on the river from **morning** till **night.**

Unit 139

has come



A. LAL SINGH : **Hullo,** Ram Singh, **come** in.

RAM SINGH [*coming into room*] : How are **you** ?

LAL SINGH : **I'm** all right, thank you ! Take a **seat** . . . What's the **news** ?

RAM SINGH : We are to go to Ceylon on **Monday** . . [*Looking round*] : I see someone's **stick** on your bed . . . Whose **stick** is that ?

LAL SINGH : It's Meher **Singh's** stick.

RAM SINGH : Meher Singh of the **Fourth Brigade** ?

LAL SINGH : **Yes.**

RAM SINGH : He was in **Italy** last month, **wasn't** he ?

LAL SINGH : **Yes,** now he has come **here.**

RAM SINGH : Oh, he has come **back** ?

LAL SINGH : **Yes,** he has come on a month's **leave.**

RAM SINGH : When did he **come** ?

LAL SINGH : He came last **night.**

RAM SINGH : What time did he **get** here ?

LAL SINGH : He got here at **eight** o'clock.

RAM SINGH : Where has he **gone** ?

LAL SINGH : He has gone to the **C.O.'s** office.

RAM SINGH : Why has he gone to the **C.O.'s** office ?

LAL SINGH : He has gone to get a **warrant.**

RAM SINGH : Will he be **long** ?

LAL SINGH : **No,** he has gone on a **bicycle.** He will be **back** in half an hour . . . He has given me a **beautiful** shawl.

RAM SINGH : **Has** he ? May I have a **look** at it ?

LAL SINGH : **Yes** . . . I have put it in my **box.** I'll go and **get** it. [*Goes and gets shawl*] . . . [*While Ram Singh is looking at shawl*] : He gave it to me this **morning.**

RAM SINGH : What a **beautiful shawl !** Where did he **get** it ?

LAL SINGH : Somewhere in North **Africa.**

RAM SINGH : It seems quite **new. When** did he get it ?

LAL SINGH : He got it only **two months** back.

RAM SINGH [*looking at watch*] : **Well,** it's getting late for my **signalling** class . . . I'll have to **go.** I'll see Meher Singh **later.** [*Gets up*]

LAL SINGH : Have you had your **tea** ?

RAM SINGH : **Yes,** thank you ! I have **had** my tea.

LAL SINGH : It's only **three** now . . . When did you **have** it ?

RAM SINGH : I had it very **early** today. I had it at **two.**

LAL SINGH : I haven't had **my** tea . . . I'm going to the **canteen.** [*Gets up*]

RAM SINGH : When is Meher Singh going to **Lahore** ?

LAL SINGH : **Tomorrow,** at **ten.**

RAM SINGH : I'll see him **tonight** then.

LAL SINGH : **All** right ! [*They go different ways. Lal Singh goes to the canteen. Ram Singh goes to his quarters*]

B. Meher Singh is on his way to the **station.** He has a **bag** in one **hand** and a **box** under his **arm.** He has put all his **clothing** in his **bag ;** his **books** and other things he has put in his **box.** The train to Lahore will come in at **10** o'clock and go out at **10-15.** Meher Singh is walking very **quickly** because it is getting **late.**

Meher Singh has come to India on a month's **leave.** He is in the **Fourth** Indian Brigade, which is a part of the **Eighth Army.** He was one of the **first** to go to the Middle East from India.

Meher Singh has seen much **fighting.** He has seen fighting in **Abyssinia, Libya, Tripolitania, Tunisia, Sicily** and **Italy.** He has taken part in **all** the great battles of the war in North Africa. He has taken **fifty** prisoners and **five** guns. He took the first **twenty** prisoners and **two** of the guns in the battle at **Sidi Barrani** on December 9th, 1940. He took another **ten** prisoners at El Alamein and **thirty** in Tunis. He has got a **D.S.O.** He got it for doing his duty when he was in great danger in one of the battles round **Tobruk.**

His C.O. has now given him a month's **leave.** He is going to **Lahore,** where his **father** and **mother** are living. After his leave is over he may be sent to **Burma.**

C : Note :

He has come. He came last night.

He has given me a shawl. He gave me the shawl this morning.

I have had my tea. I had my tea early.

He has taken fifty prisoners. He took the first twenty prisoners in the Battle of Sidi Barrani on December 9th, 1940.

We make use of the *has come, has gone,* etc., form when we are interested in the act itself, not in the time, place, etc., at which it took place. *Came, went,* etc., are all statements about the past and are used with the time, etc., at which the acts took place, e.g. *He came yesterday, He went last night.* But *he has come = he is now here.*

A1 : What's the **news** ?
2 : What does Ram Singh see on Lal Singh's **bed** ?
3 : Whose stick **is** it ?
4 : Has Meher Singh come back to **India** ?
5 : When did he **come** ?
6 : At what **time** did he get to the camp ?
7 : Why has he **come** ?
8 : Is Meher Singh in the **room** ?
9 : Where has he **gone** ?
10 : Why has he gone to the **C.O.'s** office ?
11 : Will he take a long time to come **back** ?
12 : **Why** won't he take a long time to come back ?
13 : What has he given to **Lal Singh** ?
14 : **When** did he give it to him ?
15 : Where has Lal Singh **put** the shawl ?
16 : Where did Meher Singh **get** it ?
17 : Does the shawl seem **old** or **new** ?
18 : When did Meher Singh **get** it ?
19 : Why has Ram Singh to **go** ?
20 : Has Ram Singh had his **tea** ?
21 : When did he **have** it ?
22 : Has Lal Singh had **his** tea ?
23 : Where will he **have** it ?
24 : When is Meher Singh going to **Lahore** ?
25 : When will Ram Singh **see** him ?

B1 : Where is Meher Singh **going** ?
2 : What has he in his **hand** and under his **arm** ?
3 : Where has he put his **clothing** ?
4 : Where has he put his **books** and other things ?
5 : At what time will the train to Lahore come **in** ?
6 : At what time will it go **out** ?
7 : Why is Meher Singh walking very **quickly** ?
8 : What **brigade** is he in ?
9 : What's the Fourth Indian Brigade a **part** of ?
10 : Has Meher Singh seen any **fighting** ?
11 : Why has he seen **much** fighting ?
12 : Has he seen any fighting in **Abyssinia** ?
13 : Has he seen any fighting in **Libya** ?
14 : Has he seen any fighting in **Tripolitania** ?
15 : In what **other** places has he seen fighting ?
16 : In what great battles of the war has he taken **part** ?
17 : Has he taken any **prisoners** ?
18 : Has he taken any **guns** ?
19 : Where did he take the first **twenty** prisoners ?
20 : Where did he take two of the **guns** ?
21 : Where did he take **another** ten prisoners ?
22 : Did he take any prisoners in **Tunis** ?
23 : What **medal** has he got ?
24 : Why did he **get** it ?
25 : Who has given him a month's **leave** ?
26 : Where is he **going** ?
27 : Why is he going to **Lahore** ?
28 : Where may he be sent when his leave is **over** ?

P1 : Q : Where is — ?
A : He has gone to the **(canteen).**
S : Canteen : wash-house, cook-house, C.O.'s office, etc., bazaar, post-office, railway station, etc.
(N : In P's 1—6 learners are to make statements of the same sort).

2 : Q : Has — come back from the **(canteen)** ?
A : **No,** he has **not** come back from the canteen.
S : Canteen : wash-house, etc., bazaar, etc.

3 : Khan has given me a **(sheet).**
S : Sheet : cushion, shawl, camera, stick, hammer, etc.

4 : I have made a **(shelf)** . . . Will you have a **look** at it ?
S : Shelf : box, stick, etc.

5 : My friend has sent me a **(book).**
S : Book : newspaper, gramophone record, etc.

6 : We have **done** our **(reading).**
S : Reading : writing, map-reading, work, cleaning up, etc.

7 : Have you had your (morning **tea)** ?
S : Morning tea : mid-day meal, four o' clock tea, night meal.

8 : Have you ever put on a **(gas-mask)** ?
S : Gas-mask : helmet, respirator, turban, etc.

9 : Have you taken (your First Class English **Certificate)** ?
S : Your First Class English Certificate : Recruit's Test, etc.

10 : Have you ever taken part in a **(hockey match**)?
S : Hockey match : football match, etc., walking competition, running competition, cycling competition, jumping competition, shooting competition.

11 : Have you ever seen a **(flying bomb)** ?
S : Flying bomb : rocket bomb, balloon barrage, etc. the Taj Mahal, Ellora Caves, Ajanta Caves, etc.

12 : Where have you put your **(rifle)** ?
S : Rifle : haversack, kit-bag, blankets, drinking vessels, etc.

13 : Which is the (most **beautiful)** town you have ever seen ?
S : Most beautiful : smallest, greatest, dirtiest, etc.

Unit 140

has been, **pump**



A. Mahomed Khan is writing a **letter.** He has put the **date** at the top of the letter. The date is June 8th, **1945.** Mahomed Khan was taken into the Army on June 8th, **1940.** He has been in the Army for **five years** now. That is what he is saying in the letter: "Today is June 8th, **1945.** I was taken into the Army on June 8th, **1940.** I have now been in the Army for **five years.**"

B. Lance-naik Shiv Ram is having tea in the **canteen.** He is looking at a **calendar** which is hanging on the wall in front of him. The date is June 9th, **1945.** Shiv Ram was made a lance-naik on June 9th, **1944.** He has been a lance-naik for **one year** now. That is what he is saying to himself, "Today is June 9th, **1945.** I was made a lance-naik on June 9th, **1944.** I have now been a lance-naik for **one year.**"

C. Khan and Ali are having a **drink.** Every year they have a beer together on the day on which they first became **friends.** Khan and Ali first became friends in **Egypt** on June 10th, **1941.** Today is June 10th, **1945.** They have been friends for **four years** now. That is what Khan is saying to Ali, "We have now been friends for **four years.**"

D. Ram and Sita are **talking** to one another. They are talking about the **old** days—their first **meeting,** how they became **friends** and when they got **married.** They are talking about these things **today** because today is **July 15th,** 1945. Ram and Sita were married in Lahore on July 15th, **1925.** They have been married for **twenty years** now. Twenty years is a **long** time. That is what Ram is saying to Sita, "We have been married for **twenty years** now . . . It's a long **time.**"



E. Hassan, Akbar, Karim and Nissar are in an **I.E.M.E.** depot. They are working on a **truck.** They got the truck out at **eight** in the **morning.** It is **eleven** o'clock now and they are **still** working on the truck. They have been working on the truck for **three hours** now.

They are getting the truck **ready** to go out. **Hassan** is putting the **carburettor** right. He has been working on it for **two hours** now, but it's **still** going wrong. He will give it one more **test** and if **that's** no use he will go and get a **new** one from the store.

Akbar has a **pump.** He is pumping **air** into one of the **tyres.** He has been pumping air into the tyre for **five minutes** now, and still the tyre is not quite **hard** enough. Is there a slow **'puncture'**? Or isn't the pump **working**? **That** is the question.

Karim is cleaning the **body** of the truck. He has been cleaning the body of the truck for **three quarters** of an **hour,** but it is **still** not quite clean. He will go on **cleaning** the truck till every part of it is **quite** clean.

Nissar is seeing to the electric **battery, lights** and **horn.** He has been going over every part for **one** and a **half hours** now, but the work is **still** not quite complete.

It seems as if it is going to take a **long** time to get the truck ready. Hassan, Akbar, Karim and Nissar are taking **every** care to see that the truck is all right because it has a **long** way to go and the roads are **bad.**

C: The form *has been* is used for acts which were started sometime before the present and are still going on, e.g. *He has been in the Army for five years now.* If we take 'this year' to be 1945 the sense of this would be: He was taken into the Army sometime in 1940. And he is still in the Army. The last word *now* is frequently dropped.

A1: What's **Mahomed Khan** doing?
2: What has he put at the **top** of the letter?
3: What's the **date** to-day?
4: When was Mahomed Khan taken into the **Army**?
5: How long has he **been** in the Army?
6: What's he saying in the **letter**?

B1: What's lance-naik **Shiv Ram** doing?
2: What's he **looking** at?
3: Where's the calendar **hanging**?
4: What's the **date** today?
5: When was Shiv Ram made a **lance-naik**?
6: How **long** has he been a lance-naik?
7: What's he **saying** to himself?

C1: What are **Khan** and **Ali** doing?
2: What do they do every year on the day on which they first became **friends**?

3 : When **did** they first become friends ?
4 : **Where** did they first become friends ?
5 : What's the **date** today ?
6 : How **long** have they been friends ?
7 : What's Khan saying to **Ali** ?

D1 : What are **Ram** and **Sita** doing ?
2 : What are they **talking** about ?
3 : Why are they talking about these things **today** ?
4 : When were Ram and Sita **married** ?
5 : **Where** were they married ?
6 : How **long** have Ram and Sita been married ?
7 : What's **Ram** saying to **Sita** ?

E1 : What are **Hassan, Akbar, Karim** and **Nissar** doing ?
2 : At what time did they get **out** the truck ?
3 : What's the time **now** ?
4 : Are Hassan, Akbar, Karim and Nissar **still** working on the truck ?
5 : How **long** have they been working on the truck ?
6 : What are they doing **with** the truck ?
7 : What's **Hassan** doing ?
8 : How **long** has he been working on the carburettor ?
9 : Is it all **right** ?
10 : What is **Akbar** doing ?
11 : What's he doing it **with** ?
12 : How **long** has he been pumping air into the tyre ?
13 : Is the tyre **hard** ?
14 : Why **isn't** it hard enough ?
15 : What's **Karim** doing ?
16 : How long has he been cleaning the **body** ?
17 : Is the truck quite **clean** ?
18 : How **long** will he go on cleaning the truck ?
19 : What's **Nissar** doing ?
20 : How **long** has he been going over every part ?
21 : Is the work **complete** ?
22 : Will it take a **long** time to get the truck ready ?
23 : Why are **Hassan** and his friends taking **every** care to see that the truck is all **right** ?

P1 : My friend has been a **(sepoy)** for **three years** now.
S : Sepoy : lance-naik, naik, havildar, jemadar, etc.
N : In all these P's learners are to make statements of the same sort.

2 : He has been in **(Egypt)** for **two years** now.
S : Egypt : Palestine, Syria, Libya, Tunisia, Burma, etc.

3 : The **(tea)** has been ready for **(half an hour)** now.
S : Tea : coffee, milk, etc., morning meal, etc.

4 : I have been playing **(cards)** for only **(ten) minutes.**
S : Cards : hockey, football, etc.

5 : He has been washing the **(plates)** for **(half an hour).**
S : Plates : cups, glasses, spoons, knives, forks, etc.

6 : My friend has been learning **(English)** for **(two) years.**
S : English : Urdu, Hindi, etc., signalling, etc.

7 : They have been building that **(road)** for **(two months)** now.
S : Road : bridge, house, mosque, temple, railway station, etc.

M1 : Have Been Using

ALI : I see you're **still** using that old razor.
KHAN [*shaving*] : **Yes,** it's as good as **ever.**
ALI : How **old** is it ?
KHAN : I have been using this razor for the last **five years.** And before me my **father** was using it.

2 : Have Been Meeting

KHAN : Have you had any group **discussions** lately ?
SAMI : **Yes,** we have been meeting every Sunday for the last **two months.**
KHAN : What was the **last** discussion about ?
SAMI : About **cement**—how cement is better than stone for **building.**

3 : Has Been Attempting

KHAN : Has Karim got his first **English** certificate ?
ALI : **No.**
KHAN : This is his **fourth** attempt.
ALI : **Is** it ?
KHAN : **Yes.** He has been attempting to get his First English Certificate for **four years** now.

W1 : Ask : My friend became a (lieutenant) in (1942). He is still a lieutenant. How long has he been a lieutenant ?

2 : Putting errors right : He is a (policeman) for the last (three) years.

3 : Ask : My friend got out his (rifle) at seven. It is nine now. He is still cleaning it. How long has he been cleaning his rifle ?

Unit 141

had come



141

Sami is going round the farm with his **father.** He came home **yesterday** on a month's **leave.** They were all very happy to **see** him. He came home by the **three** o'clock train. His mother had got his room **clean** for him. She had put everything in the room in its **place.** She had got the **coffee** ready. She had made *idlis* and *sambar.* His **father** was not **in** when Sami got to his house at half past three. He had gone to the **bazaar** to **get** something. He came back fifteen minutes **later,** while Sami was having his **coffee.** Then the father and the son had a long talk about the **war,** the **farm, prices,** and **so** on. Sami gave his father the full story of everything he had **done** and everything he had **seen.**

After sun-down the father, the mother and the son went round the village to see all their **friends.** Sami gave the villagers news of **everyone** who had gone to the war from that **village.** Almost **everyone** in the village had a son or a brother in the Army. Some of these had come to their death on the battle-field, but there were others who were **still** in **Italy** or in **Burma.** The villagers were very **happy** to get the news that most of their men were doing **well.** Then one of the men gave Sami an **ornament** to give to his **son.** Another gave Sami a **watch** to give to his **brother.**

It was past **eleven o'clock** before Sami and his father and mother went to **bed.**

C: Note :

When Sami got to his house his mother had put everything in the room in its place; *she had made idlis and sambar.*

He gave them the full story of everything he had done and everything he had seen.

Has put, has made, has done, is used of an act which was complete before the present. In the same way *had put, had made, had done,* is used of an act which was complete before sometime in the past.

1 : What's **Sami** doing ?
2 : When did he come **home** ?
3 : Were they **happy** to see him ?
4 : At what **time** did he come ?
5 : What had his mother done to his **room** ?
6 : Where had she **put** everything ?
7 : What **drink** had she got ready for him ?
8 : What **food** had she made ?
9 : Was his father **in** when Sami got to his home ?
10 : Where had he **gone** ?
11 : Why had he gone to the **bazaar** ?
12 : When did he come **back** ?
13 : What did the father and the son do **then** ?
14 : What did Sami give his father the full **story** of ?
15 : Where did the father, the mother and the son go after **sun-down** ?
16 : What **news** did Sami give the villagers ?
17 : Why was this of **interest** to them ?
18 : Where **were** these men ?
19 : What made the villagers **happy** ?
20 : What did one of the men **give** Sami ?
21 : Who was the ornament **for** ?
22 : What did **another** man give Sami ?
23 : Who was it **for** ?
24 : What time was it when father, mother and son went to **bed** ?

N : In all these P's learners are to make statements of the same sort.

P1: When I got back to my quarters my friend had gone to the **(canteen)**.
S : Canteen : wash-house, cook-house, parade ground, hockey field, etc.

2: I went to get a book from **Khan.** But he had given the (book) away to a friend a **minute** before I saw him.
S : Book : electric torch, pen, bag, ink-bottle, etc.

3: I was not able to do any **writing** because someone had taken my **(pen)**.
S : Pen : pencil, reading-book, writing-book, ink-stand.

4: He was not able to get **promotion** because he had not done well in the **(English)** test.
S : English : Urdu, shooting, signals, etc.

5: I saw an **(airplane)** for the first time (last year). Before then I had never **seen** an air-plane.
S : Airplane : tank, machine-gun, etc.

6: He said he had sent the **(letter)** to the **(C.O.)**
S : Letter : wire, message, news, telegram, etc.

7: He said he had seen the (Taj Mahal) when he was a **boy.**
S : Taj Mahal : Ellora Caves, Ajanta Caves, Kutub Minar, etc.

M1 : The Train Had Gone

KHAN : Hullo, Ali ! Why have you come **back** ?

ALI [*back from station*] : I was **late ;** by the time I got to the station the (train) had **gone.**

KHAN : See that you get to the station in **time tomorrow.**

S : Train : bus.

2 : There Had Been No Meetings Before. . .

KHAN : How are your group **discussions** going ?

SAMI : They are going very **well.**

KHAN : When did you have your **first** discussion ?

SAMI : In **June,** two months **back.**

KHAN : You had never taken part in a discussion **before** then ?

SAMI : **No, I hadn't.**

3 : He Had Been Ill For. . .

GANPAT : Dondu has at **last** been sent home.

PANDURANG : **Has** he ? How is he **now** ?

GANPAT : He was looking **very** ill when I saw him **last.**

PANDURANG : When was he sent **home** ?

GANPAT : Last **Monday.**

PANDURANG : Had he been ill very **long** when he was sent home ?

GANPAT : **Yes,** he had been ill for **six months** when he was sent home.

4 : What Did Khan Say ?

SAMI : Your cook is one of the **best** in the Army . . . Has he been with you for **long** ?

KHAN : **Yes.** He has been with us for **three years** now.

5 : What Did Sami Say ?

MENON : Where's **Mudaliar** ?

SAMI : He is in **hospital.**

MENON : Is he still **ill** ? He has been ill for quite a **long** time now.

SAMI : Yes, he has been ill for over **four weeks** now . . . It's **dysentery.**

6 : What Did Dondu Say ?

GANPAT : Have you had any **hockey** matches lately ?

DONDU : **No,** we have **not** had any hockey matches lately.

GANPAT : **Why** have you not had any hockey matches lately ?

DONDU : The weather has been very **bad** for the last seven days.

Seatwork (Units 137-141)

A. *Put the right word or words in the spaces :*

1. There is a change.................the man's looks.
2. The weather here is very good. What a change ....the heat of the North.
3. A great change.................in our ways of farming last year.
4. Machines will.................a great change in the farmer's way of living.
5. We have been reading for a long time. Let us now have a game of cards.................a change.
6. He is very feeble after an attack of malaria. A change.................air will do him good.

B. *There are three sorts of statements here : (i) statements about the past, (ii) statements about the present and (iii) statements about acts which, starting in the past, are still going on.*

1. He came last night.................................
2. He has come.................................
3. I have been stitching.................................
4. Ram Singh has given me a blanket.................................
5. Ram Singh gave me the blanket last Sunday.................
6. We have been giving him a training in map-reading ....
7. You were a farmer.................................
8. You have been a farmer.................................
9. You have been farming.................................
10. He has done no work.................................
11. I have sent him a letter.................................
12. I sent the letter this morning.................................
13. I have been writing letters.................................

C. *Put these errors right :*

1. He has gone to Calcutta last night.

   ....

2. I have given him the keys an hour back.

   ....

3. You have taken your book from me last Sunday.

   ....

4. I have no money because I gave it all to my brother.

   ....

5. He is a very good shot because they gave him a training in shooting.

   ....

6. He will get his English certificate because he did much reading in English.

   ....

Unit 142

has been given



A. Ramesh has now come back to his village from the **war.** He gets a living by making **seats, tables, shelves,** etc. He is one of the **best** wood-workers in the village because he has been given a good **training** in wood-work.

B. Keshav is a **basket**-maker. Like Umesh he was in the **Army.** He has now come back to his **house** and gets a living by making **baskets.** His baskets are the **best** in the village because he has been given a good **training** in basket-making.

C. Wazir is a **farmer.** Like Umesh and Keshav he was a **soldier**. He has now come back to his **village** and is farming a bit of land which has been **given** to him. His farm is one of the **best** in the village because he has been given a good **training** in farming.

All the men who were in the Army sometime back are now doing **well.** Some of them have been given **money ;** others have been given bits of **land ;** still others have been given **bullocks** or **ploughs.**

That is not **all.** A **doctor,** a **dhai** and a **teacher** have been sent to the village, so that the village now has a **'dawakhana'** and a **school.** An open space has been made into a **playing-field.** New and better **houses** have been put up. These new houses are **cleaner, brighter** and more **beautiful** than the old houses. A **radio** has been put in the **middle** of the village, near the **bazaar.** Every day before **nightfall,** after the day's work is **done,** most of the villagers come in to get the latest **news** from all parts of the **earth.**

All these **changes** in the village have made the villagers **healthier, stronger** and **happier** than before.

C : *He has been given a good training in wood-work = Someone has given him a good training in wood-work.*

A1 : Where has Ramesh come **back** from ?
2 : How does he get a **living** ?
3 : Why is he one of the **best** wood-workers in the village ?

B1 : What's **Keshav** ?
2 : Where **was** he ?
3 : Where has he come **back** to ?
4 : How does he get a **living** ?
5 : Why are his baskets the **best** in the village ?

C1 : What's **Wazir** ?
2 : What **was** he ?
3 : Where has he come **back** to ?
4 : What's he **doing** ?
5 : Why is his farm one of the **best** in the village ?
6 : Are the men who were in the Army sometime back doing **well** ?
7 : What have some of them been **given** ?
8 : What have **others** been given ?
9 : What have still **others** been given ?
10 : Has a **doctor** been sent to the village ?
11 : Has a **dhai** been sent to the village ?
12 : Has a **teacher** been sent to the village ?
13 : How is the village **different** from what it was before ?
14 : What has been made into a **playing-field** ?
15 : What sort of **houses** have been put up ?
16 : In what way are the **new** houses better than the **old** houses ?
17 : What has been put in the **middle** of the village ?
18 : When do the villagers come **in** ?
19 : **Why** do the villagers come in ?
20 : What has made the villagers **healthier, stronger** and **happier** than before ?

P1 : Every learner in this class has been given a **(book).**
S : Book : pencil, rubber, pen, etc.
N : Learners are to make statements of the same sort in all these drills.

2 : He will make a good **(doctor)** because he has been given a good **training** at a school.
S : Doctor : engineer, farmer, teacher, etc., gunner, airman, commando, etc.

3 : My friend has been sent to **(Burma).**
S : Burma : Egypt, Iraq, Calcutta, Colombo, etc.

4 : All their **(rifles)** have been taken from them.
S : Rifles : tommy guns, machine-guns, trucks, lorries, armoured cars, etc.

5 : My friend has been put in the **(Artillery).**
S : Artillery : machine-gun unit, Lewis gun unit, air force, etc.

6 : The (rice bags) have been put in the **(cook house).**
S : Rice bags: wheat bags, etc., uniforms, rifles, etc.

7: More than (50,000) (**rifles**) have been made in this **country.**

S: Rifles: shells, bullets, motor parts, etc.

8: Those (**rooms**) there have been let to the military.

S: Rooms: houses, flats, buildings, offices.

9: No damage has been done to the (**car**).

S: Car: lorry, airplane, aerodrome, railway station, telegraph office, barracks, houses, etc.

M1: Have Been Put Forward

ALI [*looking at clock on building*]: It's only **eight** o'clock by my watch. But it's **nine** by the office clock.

KHAN: It's **summer** time from today. All the watches and clocks have been put **forward** by an hour.

2: Have Been Put Up

SAMI: Have you got through your first **English** test?

MENON: Have the **marks** been put up?

SAMI: **Yes...** The numbers of all those who have got **through** the test have been put up on the **board.**

MENON: Let's go and see if I have got **through.** [*They go out running*]

3: Doctor Has Been Sent For

MENON: Why is Sami still in **bed**?

MUDALIAR: He has **fever.**

MENON: Has the **doctor** been sent for?

MUDALIAR: **Yes,** the doctor has been **sent** for.

MENON: Why hasn't he **come** then?

MUDALIAR: He was sent for only **ten minutes** back.

MENON: Who has gone to **get** the doctor?

MUDALIAR: **Naidu** has gone to get the doctor.

4: Has Been Done

SERGEANT: **You** there! I see you're playing **cards.**

KHAN [*one of the sepoys*]: **That's** right.

SERGEANT: Is that all you have to **do**?

KHAN: **Yes,** all our **work** has been done.

SERGEANT: Have you done your **map-reading**?

KHAN: **Yes,** our map-reading has been **done.**

SERGEANT: **Cards** won't get you promotion. Get out your P.T. shoes and go for a **run.**

KHAN [*when sergeant is out of hearing*]: Go for a run **yourself!**

Seatwork (Unit 142)

A. *Put these statements in the passive form:*

E.g., They have given you a uniform.
A uniform has been given to you.

1. They have taken him to hospital.
2. They have made Thappa a lance-naik.
3. They have put the men in the lock-up.
4. They have put the car in the garage.
5. They have let the house to the military.
6. A great number of persons have seen the airplane.
7. They have sent the men to Egypt.
8. They have given you a mosquito net.
9. They have done the work.

B. *Put these statements in the active form:*

E.g., A uniform has been given to you.
They have given you a uniform.

1. Has the washing-up been done?
2. The rifles have been put in the armoury.
3. The oranges have been put in boxes.
4. The letters have been sent by air-mail.
5. The sepoys have been sent off in lorries.
6. The fair has been seen by thousands of persons.

C. *Give answers to these questions:*

1. What English books have you been given?
2. What branch of the Army have you been put into?
3. What equipment have you been given?
4. Have you been given a training in wood-work?
5. Have any of your friends been sent to France?

Seatwork (Units 137-142)

A. *There are three sorts of statements here: (A) statements about the past, (B) statements about the present, (C) statements about acts which, starting in the past, are still going on. Put the statements in the right division by writing A, B or C after them:*

1. I did some work last night. (..................)
2. I have not done any work. (..................)
3. I have been working for three hours. (..................)
4. He made a curtain yesterday. (..................)
5. He has made a map of India. (..................)
6. He has been making a noise for the last fifteen minutes. (..................)
7. We had a discussion last Sunday. (..................)
8. We have had three group discussions. (..................)
9. We have been having a discussion for the last three hours. (..................)
10. He gave them an order to go forward and they went forward. (..................)
11. He has given them an order to go forward, and they are going forward. (..................)
12. He has been ordering them to go to the parade ground. (..................)
13. He was ill. (..................)
14. He is ill. (..................)
15. He has been ill for two days. (..................)
16. He was a postman. (..................)
17. He is a postman. (..................)
18. He has been a postman for three years. (..................)

B. *Give the three forms of the words given on the left:*

1. go	went (yesterday)	has gone (now)
2. come	....	has ....
3. give	....	has ....
4. put	....	has ....
5. take	....	has ....
6. send	....	has ....
7. do	....	has ....
8. see	....	has ....
9. let	....	has ....

C. *Put the errors in these statements right:*

1. He has come back last night.
....
2. I have given him five rupees yesterday.
....
3. We have gone to the circus last Sunday.
....
4. What has he done in the morning?
....
5. Have you taken my book two days back?
....
6. When have you had your tea?
....
7. He sent me a watch now.
....
8. It is eleven o'clock. Still you did not go to bed.
....
9. An air-raid is on. Why did you not put on your helmet?
....
10. It is seven o'clock. Still the sun did not come up.
....
11. Up to this day I took part in six group discussions.
....
12. Up to this day we did not see a rocket bomb.
....
13. Till now the sergeant did not give me any punishment.
....
14. This is the first time I made an error.
....
15. It is the highest building I ever saw to this day.
....
16. He is not able to go out because the C.O. gave him an order not to go out.
....
17. He won't get well quickly because he did not take any medicine.
....
18. He will get his English certificate because he did hard work.
....
19. I am married for the last three years.
....
20. He is ill for one week.
....
21. We are in Egypt for the last two years.
....
22. You are a lance-naik for the last four years.
....
23. This land is waste for ten years.
....
24. There is no change in the weather for the last seven days.
....
25. How long are you in the Army?
....
26. He is talking for the last two hours.
....
27. We are fighting for the last five years.
....
28. She is living in Amritsar for ten years now.
....
29. I am answering questions for one hour now.
....
30. You are saying the same thing for five years now.
....
31. We are training recruits in this school now for three years.
....
32. He said he has given the rifle to his friend.
....
33. You said you have done your work.
....

34. They said they have made the table smooth.

....

35. I was late ; by the time I got to the station the train went.

....

36. He had the pain for seven days before he saw the doctor.

....

37. I did not go to the fair with them because I saw it.

....

38. He was living in a hotel because he let his house.

....

D. *These pairs of statements are to be joined and made into one statement* :

E.g. : He became a soldier two years back. He is still a soldier.

He has been a soldier now for two years.

1. He became a havildar three years back. He is still a havildar.

....

2. I became a teacher six months back. I am still a teacher.

....

3. We were married ten years back. We are still married.

....

4. The dead dog was on the road four hours back. And it is still there.

....

5. He went away from Bombay four years back. He is still away.

....

6. You got out pen and paper three hours back. You are still writing.

....

7. They went to the hockey field two hours back. They are still playing hockey.

....

8. My friends got together at four o'clock. It is seven now and they are still talking.

....

9. The sound of guns first came to our ears at two in the morning. It is six o'clock now and we are still hearing the noise.

....

10. I went to my first English class in 1942. That was three years back and I am still learning English.

....

E. *Put these statements into the passive form* :

E.g. : They have sent him to Iran.

He has been sent to Iran.

1. They have put the money in the bank.

....

2. They have made the land fertile.

....

3. They have put up barbed wire fences.

....

4. They have taken all the ammunition from the magazine.

....

5. They have given him the news.

....

6. They have not done the work.

....

7. They have not sent the car.

....

8. They have not let the men out of the prison.

....

9. They have not said anything in the letter about the new rifles.

....

F. *Put the right form of the word in brackets in the spaces* :

1. He.......... to my quarters every day. (come)
2. He.......... to my quarters tomorrow. (come)
3. He.......... to my quarters yesterday. (come)
4. He.......... to my quarters when he had a fall on the way. (come)
5. It is five now. Still he..........(not come)
6. I..........to school every day. (go)
7. I..........go to school tomorrow morning. (go)
8. I..........to school last Sunday. (go)
9. I..........to school when I saw the girl near the post office. (go)
10. My friend is not in. He..........to school. (go)
11. We never..........any work after our mid-day meal if we are tired. (do)
12. They..........a day's leave tomorrow. (take)
13. I..........some money home yesterday. (send)
14. We..........our food when he came in. (have)
15. I haven't my pen with me. I..........it to Sami. (give)
16. He..........in Bombay now. (be)
17. He..........in Bombay till coming Sunday. (be)
18. He..........in Bombay last year. (be)
19. He..........in Bombay from 1940. (be)
20. I..........English now. (teaching)
21. I..........English at this time yesterday. (teaching).
22. I..........English now for three years. (teaching).
23. When I went to his house he..........(go)
24. Before I saw him he..........the book to his friend. (give)
25. Before we got ready to go up in the air the enemy plane..........off. (go)
26. The boy was not in at five. Someone.......... him to the circus. (take).
27. He said that he..........his work. (do)
28. This is the best drink I..........(ever, have)
29. He is writing with his pencil, because he.......... his pen to a friend. (give)
30. This is the first time I.......... a tank. (see)

Unit 143

poor, carriage



143

A. A long time back, in the town of Ujjain in Central India, there was a man whose name was Kuber. He had much money and property; he was very well-off. Kuber had a sister whose name was Devaki. This sister of his had a great family of boys and girls but no property and very little money; she was poor. Kuber had a beautiful great house at one end of the town; Devaki had a poor little house at the other end of the town, some distance away. Because Kuber was well-off and Devaki was poor they saw very little of one another.

One day in the summer Kuber sent for his cook and said to him that he was going to have a feast, a great meal, in his house for some of the men of the town. The cook said in answer that he would have food and everything ready for the feast in a day or two.

B. Kuber then sent letters to some of the men in the town saying that he was going to have a feast in three days' time and requesting them to come to the feast. He sent out twenty such letters with his servants. But he sent letters only to those who were well-off, to officers in the Government, to officers in the Army, and to the great sowcars in the town. But to his sister he did not send a letter, because she did not have much money. She was not well-off; she was poor.

When Devaki got news of the feast from someone in the town, it made her very sad. "Why hasn't my brother sent me word about the feast," she said to herself. "Is it because I am poor? But my brother is a very good man. Maybe he sent me a letter but somehow it has not come to me."

And so she said to her friends that though her brother had not sent her a letter about the feast she would go.

C. On the day of the great feast Kuber sent carriages for his friends. He sent carriages for the Government officers, the Army officers, and the great sowcars in the town. But for his sister he did not send a carriage.

"My brother has sent carriages for others," Devaki said to herself. "Why has he not sent a carriage for me? Is it because I am poor? But my brother is a very good man. Maybe he sent a carriage for me, but somehow it has not come."

And so she said to her friends that though her brother had not sent a carriage for her she would go with her boys and girls, even though she would have to go on foot.

D. And so Devaki took her boys and girls and went all the way on foot in the burning heat to her brother's house which was at the other end of the town. By the time she got there she was feeling very tired and dirty. A servant came up and, acting on Kuber's orders, took her and her family to a room at the back of the house. The servant said that they were to have their meal there, and not with the officers and the sowcars in the great room.

That made it quite clear to the poor woman that her brother was not happy to see her. Crying quietly she took her seat with the boys and girls on the floor. The young ones had their meal, but Devaki was so sad that she was not able to take any food. After the meal she went sadly away.

E. Two months after this Manu, the man to whom Devaki was married, came back from a far-off country with as much money as Devaki's brother had ever made. He took a great house, sent his boys and girls to school, and gave Devaki beautiful clothing and a great number of ornaments.

So when Kuber was about to have another great feast for the sowcars of the town he sent his sister a request to come to the feast. "This time my brother has sent me a request to come to the feast," she said to herself. "Is it because I am now well-off? Maybe on the day of the feast he will send a carriage for me."

And when the day of the feast came there was the carriage ready at her door. "What a good man my brother is," she said to herself when she saw the carriage. "First he sent me a request to come to the feast; now he has sent a carriage for me as well. I will go."

F. And so she went with the boys and the girls.

When they all came to Kuber's house Kuber did not send a servant to take them to the back of the house. He came to the door himself and gave them seats at the table with the great sowcars of the town. To Devaki he gave every attention, doing his best to make her happy. But Devaki took no food for herself. What did she do? Slowly, one by one, she took off all the ornaments which were on her head, the ornaments which were on her neck and the ornaments which were on her arms. One by one she put them on the table in front of everyone. Then on the ornaments which she had taken from her head she put some rice; on the ornaments which she had taken off her neck she put some soup; and on the ornaments which she had taken off her arms she put a *laddu*. While she was doing this everyone who was present at the feast was looking on with eyes wide open.

G. At last Kuber said, "My sister, what are you doing? You are not having your meal."

Then Devaki, in a loud voice, said to her brother. "Last time you gave a feast you did not send me a request to come. You did not send your carriage for me. But this time you sent me a request to come, and

when the day of the feast came you sent me your carriage. You sent me a request to come to the feast not because I was your sister but because of my ornaments. You did not send the request to me; you sent the request to my ornaments. You did not send the carriage for me, you sent it for my ornaments. So it is only right for my ornaments to have the meal. That is why I am giving them the food."

For a time no-one said anything. Then Kuber went up to Devaki and said, "Devaki, I am very sorry for what I have done. Let us be friends again."

From then on Kuber was good and kind to everyone. He was good and kind to those who had much money, and to those who had only a little money.

A1 : What's the name of the town in which Kuber was living ?
2 : Was Kuber poor or was he well-off ?
3 : Why do you say that he was well-off ?
4 : What was his sister's name ?
5 : Did she have much property or money ?
6 : What did she have ?
7 : Where was Kuber's house ?
8 : Where was Devaki's house ?
9 : Did they see much of one another ?
10 : Whom did Kuber send for one day in the summer ?
11 : What did he say to the cook ?

B1 : What did Kuber send to some of the men in the town ?
2 : What did he say in the letters ?
3 : What number of letters did he send ?
4 : Did he send any letters to those who were poor ?
5 : To what sort of men did he send letters ?
6 : Did he send a letter to his sister ?
7 : Why did he not send a letter to his sister ?
8 : From whom did Devaki get news of the feast ?
9 : What did it do to her ?
10 : What did she say to herself ?
11 : What did she say to her friends ?

C1 : What did Kuber do on the day of the feast ?
2 : Did he send a carriage for his sister ?
3 : What did Devaki say to herself ?
4 : What did she say to her friends ?

D1 : How did Devaki go to her brother's house ?
2 : Whom did she take with her ?
3 : How was she feeling when she got there ?
4 : Where did the servant take her and the boys and girls ?
5 : What did the servant say ?
6 : What did this make clear to the poor woman ?
7 : Where did she take her seat ?

E1 : What was the name of the man Devaki was married to ?
2 : Where had he been all this time ?
3 : What did he come back with ?
4 : What sort of house did he take ?
5 : What did he do with the boys and girls ?
6 : What did he give Devaki ?
7 : What did Kuber do when he was about to have another feast ?
8 : What did Devaki say to herself ?
9 : Did Kuber send a carriage ?

F1 : With whom did she go to the feast ?
2 : Did Kuber send a servant when she got to his house ?
3 : What did he do ?
4 : Where did he take them ?
5 : Was he kind to Devaki ?
6 : Did Devaki take any food for herself ?
7 : What did she do ?
8 : Which ornaments did she take off ?
9 : Where did she put them ?
10 : What did she put on the ornaments she had taken off her head ?
11 : What did she put on the ornaments she had taken off her neck ?
12 : What did she put on the ornaments she had taken off her arms ?
13 : What were the others doing while she was acting in this way ?

G1 : What did Kuber say? And how did Devaki give her answer ?
2 : Did Kuber send his sister a request to come to the first feast ?
3 : Did he send a carriage for her ?
4 : Did he send her a request to come to the second feast ?
5 : Did he send a carriage for her ?
6 : Why did he send a carriage for her the second time ?
7 : Did he send the request to his sister or to her ornaments ?
8 : Did he send the carriage for his sister or for her ornaments ?
9 : Why was it right to give the food to the ornaments ?
10 : What did Kuber say to Devaki in answer to all this ?

Unit 144

foolish, wise



144

A. Years back in a little town in North India there was a man whose name was Bola Shanker. When he was still a boy he had been married to a girl whose name was Janaki, but till this time they had not been living together.

One day Bola Shanker's mother said to him, "You have been married a long time. You are a man now. But Janaki is still at her father's house. Why not go and get her?" Bola Shanker said that he would go that same day and get Janaki. His mother got some food ready for him, put it in an earth vessel and gave it to him. Bola Shanker took the vessel and got ready to go.

B. Now Bola Shanker did not have much of a brain. He was a very foolish person. After walking some way he came to a narrow drain. One jump and he was on the other side. Some men who were resting at the side of the road saw this and said, "A good jump! A good jump!"

To the foolish man it seemed this was the right thing to say in this part of the country, and so he went forward on his way crying "A good jump! A good jump!" You see he was a very foolish person. . . After a time, dropping the word 'jump', he only said, "Good! Good!"

C. Some time later he came across a group of men who were taking the body of a dead man to the river-side. When he saw the body he said in a loud voice, "Good! Good!" Now this was not a wise thing to say; it was a very foolish thing to say. But Bola Shanker said it because he was not a wise person; he was a very foolish person. The men who were taking the body to the river-side became very angry when Bola Shanker said, "Good! Good!" They gave him a blow or two and said, "You foolish man! We are taking the body of our friend, who is dead, to the river-side, and you keep on saying, 'Good! Good!' Don't say, 'Good! Good!' Say, 'Alas! Alas!'" So Bola Shanker took up the cry and went forward on his way crying, "Alas! Alas!"

D. After walking some way the foolish man came across another group of persons. It was a group of farmers who were taking a newly married young man and woman through the streets. On seeing the young man and the young woman Bola Shanker said in a loud voice, "Alas! Alas!"

Again this was not a wise thing to say; it was a very foolish thing to say. But Bola Shanker said it because he was not a wise person; he was a very foolish person. The farmers, getting angry, gave him a kick or two and said, "You foolish person! We are taking a newly married young man and woman through the streets and you say, 'Alas! Alas!'"

E. Going on Bola Shanker came to a tree by the road-side. It was a good tree for shade. Bola Shanker had not had any food for five hours. So taking the vessel off his back he got ready for a meal in the shade of the tree. But being a foolish man he did not put only his right hand or his left hand into the vessel to take out the food; he put his right hand and his left hand into the vessel together.

But the mouth of the vessel was so small that when he made an attempt to take his hands out of the vessel he was not able to do so. There he was with food in his two hands and no food in his stomach. He made another attempt to get his hands out of the vessel but it was of no use. So he put the vessel under his shirt, against his stomach, and went forward on his way to Janaki's father's house.

F. At last he got to Janaki's house. Everyone was very happy to see him. They got a great meal ready. After a time Janaki's mother came out and said, "The meal is now ready. Come in and have your food." But the foolish man still had his hands in the vessel. So he would not go in to have his food. A little later Janaki herself came out and said, "Why don't you come in and have your food? It has been ready for a quarter of an hour." Then the poor man took the vessel from under his shirt and said sadly, "Look! With this vessel on my hands how am I to have any food?"

Now Janaki was a much wiser person than Bola Shanker. "Foolish man," she said. "There is a 'stump' of a great tree at the back of our house. Go and get the vessel broken against the stump."

G. So Bola Shanker went to the stump of the great tree at the back of the house. A man was resting by the side of the stump. This man had no hair on his head. To Bola Shanker the man's head seemed like the stump of the tree. Going up to the man from the back Bola Shanker got the vessel broken on his head with a great blow. The man gave a loud cry of pain and got to his feet crying, "My head! Oh, my head!" It was Janaki's father. When Janaki saw this she quickly went up to Bola Shanker and said in his ear, "You foolish man! What are you doing here? There is a cow-house over there. Go into the cow-house quickly and get the door shut before father sees you."

On hearing Janaki's words Bola Shanker went running into the cow-house, got the door shut quickly and took his seat on the floor. . . .

H. Two days later, while Bola Shanker's mother was cleaning her teeth early in the morning, she saw her

son coming up with a cow. "Where is Janaki? And whose cow is that?" she said to her son. Bola Shanker gave her a bright smile. "Janaki said she would not come with me, mother. So I have come back with their cow. It is a very good cow, mother; it gives much milk and never says a word."

Was Bola Shanker wise or foolish?

C : MAKE CERTAIN BY A REFERENCE TO THE VERNACULAR THAT THE LEARNERS HAVE GOT THE SENSE OF *wise* AND *foolish*.

A1 : In what part of India was Bola Shanker living?
2 : What was the name of the girl to whom he had been married?
3 : Had they been living together?
4 : What did Bola Shanker's mother say to him one day?
5 : What did Bola Shanker say?
6 : What did his mother give him?

B1 : What sort of man was Bola Shanker?
2 : To what did he come after walking some way?
3 : How did he get to the other side of the drain?
4 : What were the men at the road-side doing?
5 : What did they say when they saw how Bola Shanker had got across the drain?
6 : Why did Bola Shanker go forward crying, 'A good jump! A good jump!'?
7 : What sort of person was he?
8 : What did he say after a time?

C1 : Whom did he come across after a time?
2 : What were the men doing?
3 : What did Bola Shanker say when he saw the body?
4 : Was this a wise or a foolish thing to say?
5 : Why did he say it then?
6 : What did the men do when Bola Shanker said this?
7 : What did they say to him?
8 : What did he keep on saying after that?

D1 : Whom did he come across after a time?
2 : What were the men doing?
3 : What did Bola Shanker say when he saw the young man and woman?
4 : Was this a wise or foolish thing to say?
5 : Why did Bola Shanker say it then?
6 : What did the farmers do?
7 : What did they say?

E1 : What did Bola Shanker come to?
2 : What sort of tree was it?
3 : How long had Bola Shanker had no food?
4 : What did he do?
5 : Which hand did he put into the vessel to take out the food?
6 : Why was he not able to take his hands out of the vessel?
7 : Where did he put the vessel?

F1 : Was everyone happy to see him when he got to Janaki's house?
2 : What did they do?
3 : What did Janaki's mother say?
4 : Why wouldn't Bola Shanker go in to have his food?
5 : What did Janaki say?
6 : What did he say to Janaki in answer?
7 : Who was wiser, Bola Shanker or Janaki?
8 : What did she say?

G1 : Where did Bola Shanker go then?
2 : Who was resting by the stump of the tree?
3 : Why did his head seem like the stump of the tree?
4 : Where did Bola Shanker get his vessel broken?
5 : What did the man do?
6 : Who was he?
7 : What did Janaki say to Bola Shanker?
8 : What did Bola Shanker do on hearing Janaki's words?

H1 : What did Bola Shanker's mother see early in the morning two days later?
2 : What did she say?
3 : What did Bola Shanker say?
4 : Was he wise or foolish?

P1 : Is it wise or foolish to put one's hand on a bit of burning (coal)?
S : Coal : wood, etc.

2 : Is it wise or foolish to go near an angry (dog)?
S : Dog : cow, horse, bullock, etc.

3 : Is it wise or foolish to give away all the (money) which you have?
S : Money : things, ornaments, coats, etc.

4 : I went out in the (rain) without a great coat . . . Was that a wise act or a foolish act?
S : Rain : cold.

5 : I did not get any (shoes) when the prices were low. I got them when the prices were high . . Did I do a wise thing or a foolish thing?
S : Shoes : boots, etc.

Unit 145

song


145

A. More than two hundred years back there was a Rana in Jodhpur who for a long time had had no sons or daughters. So he was very happy when one day the Maharani gave birth to a beautiful little baby-boy. Word was sent round that the Rana would give food, clothing and money to all those in the town who were not well-off. And for two days and two nights all the poor in Jodhpur came to the Rana's 'palace,' got food and money, and went away very happy. But they were not happy for very long, because a day later news came that the Maharani was dead.

The news made everyone very sad, but no-one was sadder than the Rana himself. The woman to whom he had been married for so long and with whom he had been so happy was dead. And there was no-one to take care of the Chota Rana, who was now only three days old. What was the Rana to do?

B. At last he sent for the Dewan. The Dewan said that among the servants in the Rana's palace there was a young mother who had given birth to a baby-boy only four days before. She was young, strong and beautiful, and in the Dewan's opinion would make a good mother for the Chota Rana. Her name was Panna. The Rana said that if Panna would make a good mother his son might be put into her hands and be taken care of by her. And so Panna was given the baby.

C. The Dewan was not wrong. Panna did make a very good mother. She took such good care of the Chota Rana that everyone said that they seemed like mother and son and the two baby-boys seemed like brothers. Panna's baby would never have his food till the Chota Rana had had his. And when they were in bed together Panna's baby would put his little arms round the Chota Rana's body as if to keep him safe from some danger. But maybe he did this because he had a feeling that the Chota Rana was not, like himself, the son of a servant, but the son of a great king. And so the days went by.

D. One night Panna was putting the two baby-boys to bed. The Chota Rana was in her arms, her son was resting on her knees, and she was giving them a song. It was a song about Rajputana and some of its great soldiers. Panna was giving them a song in her low sweet voice, and the two baby-boys were smiling back at her as if her song was giving them great pleasure, when a servant came running into the room. There was a look of great fear on the servant's face. "Run, Panna, run!" she said. "The doors of the palace are broken. The enemies of the Chota Rana have come to put him to death. They are looking for him everywhere. In a minute they will be here. Go while there is time."

E. Panna got up. But what was she to do? Where was she to go? She was only a woman. For a minute she was not able to do anything. Then quietly she took the Chota Rana's head-dress off his head and put it on the head of her baby. She took the gold ornament which was hanging round the Chota Rana's neck and put it round the neck of her baby. Then she took her baby in her arms, gave him one long last look and put him on the floor. Then she went to the door.

F. But while she was running out of the room, with the Chota Rana in her arms, two cruel-looking men with long sharp swords came in from the opposite side. One of them saw Panna going away. "There she is," he said, "running away with the Chota Rana. After her!" But the other man had seen Panna's baby on the floor and had taken him for the Chota Rana. "Let her go with her baby," he said. "We were looking for the Chota Rana, and here he is on the floor. Put him to death. Quick!" Then they gave the baby on the floor blow after blow with their swords and quickly put him to death.

G. In this way did this young Rajput woman give up her baby boy to keep the Rana's son safe from danger. When, the day after, the news of what Panna had done for his son came to the Rana's ears he sent her gold and ornaments. But what use had Panna for gold and ornaments when her baby was dead? That same night she put herself to death, saying, "I have kept the Chota Rana safe. Now there is my other baby to take care of. He hasn't been given any food or milk for a long time now. He will be crying for me."

The news of her death made the Rana very sad. Over the place where her body was resting the Rana put up a small building. The building is still there and is seen by hundreds of persons from all over the country every year.

A1 : Where was the Rana of the story living?
2 : To whom did the Maharani give birth one day?
3 : What word was sent round?
4 : Who came to the Rana's palace for two days and two nights?
5 : What did they get?
6 : How long was everyone happy?
7 : What put an end to their pleasure?

8 : Who was the saddest man in Jodhpur ?

9 : Why was the Rana sadder than any other person in Jodhpur ?

10 : How old was the Chota Rana now ?

B1 : Whom did the Rana send for ?

2 : Who had given birth to a baby-boy only four days before ?

3 : What sort of woman was she ?

4 : What was the Dewan's opinion of her ?

5 : What was her name ?

6 : To whom did they give the Chota Rana ?

C1 : Did Panna take good care of the Chota Rana ?

2 : What did they seem like ?

3 : What did the two baby-boys seem like ?

4 : What feeling did Panna's baby seem to have ?

5 : What made it seem as if he had this feeling ?

D1 : What was Panna doing one night ?

2 : Where was the Chota Rana ?

3 : Where was Panna's baby ?

4 : What was Panna doing ?

5 : What was the song about ?

6 : What sort of voice had Panna ?

7 : What were the two babies doing while Panna was giving them a song ?

8 : Who came running into the room ?

9 : What was on her face ?

10 : What did she say ?

E1 : What did Panna do ?

2 : What did she take off the Chota Rana's head ?

3 : Where did she put his head-dress ?

4 : What did she take off the Chota Rana's neck ?

5 : Where did she put the ornament ?

6 : Where did she put her baby ?

7 : Where did she go ?

F1 : Who came into the room that same minute ?

2 : What had they in their hands ?

3 : What did one of the men see ?

4 : What did he say to the other ?

5 : But what had this man seen ?

6 : For whom had he taken the baby which was on the floor ?

7 : What did he say ?

8 : What did they do to the baby ?

G1 : Whom did Panna give up to keep the Chota Rana safe ?

2 : When did the news of what Panna had done come to the Rana's ears ?

3 : What did he send Panna ?

4 : What did Panna do that same night ?

5 : What did she say before putting herself to death ?

6 : What did the Rana put up on the place where Panna's body was resting ?

7 : Is the building still there ?

8 : Does anyone come to see it ?

S : **A.** *Here are a number of acts. Put 'wise' or 'foolish', whichever is right, after them :*

1. I never take water without boiling it ....
2. When I go out on a cold night I put on my warm clothing ....
3. I do not send my boys and girls to school ....
4. He keeps on playing cards most of the time ....
5. She takes a great interest in house-keeping ....
6. Whenever he has no money he goes to the 'bania' and not to the co-operative society ....
7. He takes care to keep himself and his house very clean ....
8. We never put up our mosquito nets when we go to bed ....
9. He makes fires with all the cowdung on the farm ; he never puts it over the fields ....
10. He made very good use of his time in the Army ....
11. I do all my stitching myself ; I never go to a 'darzi' ....

B. *Here are the answers. Put down the questions to which they are the answers :*

1. ....
He is not well-off ; he is poor.

2. ....
He has not sent a carriage for you because you are poor.

3. ....
They have gone to my brother's house.

4. ....
He gave us a Bengali song.

5. ....
I have been pumping air into the tyre for an hour now.

Unit 146

armed, used, trained, etc. (addition of *-ed* to words)



A. Damarsing Pun is an infantryman in a Gurkha regiment. He has a rifle, a bayonet and a kukri. An infantryman is given small arms. He is armed with a rifle and a bayonet. But a Gurkha is armed with a rifle, a bayonet and a kukri. What is the use of a rifle? A rifle is used for firing when the enemy is at a distance. A bayonet and a kukri are used in fighting at close-quarters, that is to say, in hand-to-hand fighting.

B. A soldier is given a long training in the use of his arms. He is trained in the use of a rifle and a bayonet. But this is not the only training which is given to a soldier. He is trained to do a number of other things such as map-reading and signalling. He is trained to keep himself safe from poison gas. Poison gas has not been used in this war so far, but it was used by the Germans in the last war, and it may still be used by the Japanese in this war. So every soldier is trained to keep himself safe from poison gas attacks.

C. Then there are hand-grenades. Every soldier in the Indian Army today is trained in the use of hand-grenades. Hand-grenades are mostly used in attacks on strong enemy positions at close-quarters. They are being used very widely in attacks on Japanese 'fox-holes' in Burma and the Pacific.

D. These are not the only weapons with which an army is armed today. It is armed with other weapons such as machine-guns, Lewis guns, anti-tank guns and anti-aircraft guns. Then there are tanks and airplanes, which make the wars of today quite different from the wars of yesterday.

Tanks are used to give help to the infantry in attack. Airplanes are used for 'reconnaissance' and for dropping bombs on enemy positions. The great guns of the artillery are fired by gunners who take up their position at the back of the infantry. These guns are able to send shells over very long distances. Some of them have a range of more than twenty miles. Tanks, airplanes and artillery are 'weapons of offence.' They are used when an army is attacking its enemy.

E. Anti-tank guns and anti-aircraft guns are not 'weapons of offence;' they are 'weapons of defence.' They are used when an army is attacked by enemy tanks and enemy airplanes. The anti-tank guns are used against attacking tanks and the anti-aircraft guns are used against attacking airplanes.

F. In the days before the last war there were no tanks or airplanes. The only great weapon of offence was the artillery, which was pulled by horses. It took a long time for artillery to be sent from one place to another. But today all that is changed. Today artillery is pulled not by horses but by trucks or armoured cars. Or it is sent from one place to another by railway. Only in the hills and 'jungles' of Burma are mules still used for taking guns from place to place. The guns are taken to bits and put on the backs of mules. When the new line is formed they are put together again.

C: *is armed* = *is given arms*; *is trained* = *is given a training*. Like *given, taken, done*, etc., we have forms like *armed, used, trained, fired, attacked*, etc., which we get by putting *-ed* after words like *arm, use, train, fire*, etc. These new words, *armed, used*, etc., are used in the same way as *given, taken, done*, etc.

A1: What is Damarsing Pun?
2: What weapons has he?
3: What sort of arms is an infantryman given?
4: What is he armed with?
5: What is a Gurkha armed with?
6: What is a rifle used for?
7: When is a bayonet used?
8: When is a kukri used?

B1: What's a soldier trained in the use of?
2: What two other things is a soldier trained to do?
3: By whom was poison gas used in the last war?
4: Has it been used in this war so far?
5: Why then is a soldier trained to keep himself safe from poison gas attacks?

C1: Is a soldier trained in the use of hand-grenades?
2: When are hand-grenades mostly used?
3: Where are they being used very widely today?

D1: What other weapons is an army armed with today?
2: What make the wars of today different from the wars of yesterday?
3: What are tanks used for?
4: What are airplanes used for?
5: By whom are the great guns of the artillery fired?
6: Where do the gunners take up their position?
7: What are these guns able to do?

8 : What is the range of these guns ?

9 : What sort of weapons are tanks, airplanes and artillery ?

10 : When are they used ?

E1 : What sort of weapons are anti-tank guns and anti-aircraft guns ?

2 : When are they used ?

3 : What are anti-tank guns used against ?

4 : What are anti-aircraft guns used against ?

F1 : Were there any tanks and airplanes in the days before the last war ?

2 : What was the only great weapon of offence in those days ?

3 : How was the artillery taken from place to place ?

4 : How long did it take for the artillery to be sent from one place to another ?

5 : Is it the same now ?

6 : How is the artillery pulled today ?

7 : How is it sent from one place to another ?

8 : Where are mules still used for taking guns from one place to another ?

P1 : What's (iron) used for ?

S : Iron : steel, rubber, gold, silver, copper, cotton, silk, wood, earth.

2 : What is the (cook-house) used for ?

S : Cook-house : wash-house, magazine, recreation room, parade-ground, hockey field, etc.

3 : What are (hands) used for ?

S : Hands : eyes, ears, teeth, noses, tongues.

4 : Is a sepoy armed with a (rifle) ?

S : Rifle : bayonet, kukri, hand-grenade, sword, revolver, gas-mask, respirator, etc.

5 : How (is) a (roof) supported ?

S : Roof : table, seat, shorts, trousers.

6 : Is this (room) locked ?

S : Room : box, bag, water-bottle, kit-box, kit-bag, haversack, cupboard, etc.

7 : Is this (basin) covered ?

S : Basin : pot, glass, cup, plate, etc.

8 : Are you interested in (cricket) ?

S : Cricket : hockey, football, tennis, card-playing, etc., books, etc.

9 : This is not a good (table) ; it is cracked.

S : Table : seat, picture-frame, hockey-stick, foot-rule, etc.

N : In P's 9-15 learners are to make statements of the same sort.

10 : The (car) was damaged in a smash.

S : Car : lorry, truck, bus, carriage, cart, etc.

11 : The (house) was burned down in the fire.

S : House : hotel, office, railway station, post-office, store, building, etc.

12 : A (cricket) match will be played between Company A and Company B tomorrow.

S : Cricket : hockey, football, etc.

13 : A new (canteen) for sepoys will be opened tomorrow.

S : Canteen : cinema, theatre, club, school.

14 : (Has) your (uniform) been cleaned ?

S : Uniform : belt, bed, mosquito-net, boots, shoes, buttons of your uniform, quarters.

15 : My (table) has not been dusted.

S : Table : seat, bed, shelf, bag, the floor, etc.

16 : Have you been trained in the use of a (rifle) ?

S : Rifle : bayonet, kukri, machine-gun, Lewis gun, anti-tank gun, anti-aircraft gun, etc.

S : *Put these statements differently by using the '-ed' form of the word in sloping print :*

1. He has a *wound* in the arm.

   ....

2. Do you take an *interest* in reading ?

   ....

3. The batman makes the things *clean.*

   ....

4. The cook gave the floor a *wash.*

   ....

5. Her brother gave her *support.*

   ....

6. Someone made the grains into *powder* in a machine.

   ....

7. The picture will be put on the wall with *paste.*

   ....

8. The censor will first put a *stamp* on the letter.

   ....

9. They will make a *join* in the boards with a screw.

   ....

10. They may put black or grey *paint* on the roof.

    ....

11. There has been some *damage* to the building.

    ....

12. Someone has made a *copy* of the map.

    ....

13. Has the *ploughing* been done ?

    ....

14. The time has been a *waste.*

    ....

unable, unequal, unhealthy, etc.



A. When an army is attacked from all sides and it is unable (not able) to get 'supplies' (food, ammunition, medicines, etc.) from outside we say that that army is 'surrounded' or 'encircled' or that it is 'under siege.'

This is the inside story of the siege of Kohima—Japan's first great defeat of the war in Middle Burma. A small British, Gurkha and Indian 'garrison' kept off two complete Japanese divisions for fourteen days till the Japanese were turned back by an Indian army which came down from Imphal. It was a very unequal fight because the Japanese were much stronger in numbers and very much better armed.

B. The first shots were fired on April 3rd, when the Japanese made an attack on the first of the six hills to the west of the town. For fourteen days from then on the little town was bombed from the air and attacked with artillery and mortar-fire day and night. There was much destruction and a great number of deaths among attackers and attacked. One by one the hills to the west of the town had to be given up.

C. The position of the garrison became still worse when the road between Imphal and Kohima was cut and the town was completely surrounded. Though supplies were being dropped from the air there was never enough food, ammunition or medicines at any time. And one has to have enough medicines in a place like Kohima, which is unhealthy for the greater part of the year. The doctors were working very hard all the time. But it was not much use because the Japanese had taken the hospital, the dressing stations had been badly damaged, and there was no place where the wounded soldiers might be cared for. The unhappy garrison had no rest ; the enemy went on attacking morning and night with airplanes, machine-guns and mortars till at last it seemed as if the end had come.

D. But things were not quite as bad as they seemed. Help was on the way. For some time the Kohima garrison had been hearing the sound of artillery from the Imphal road. The sound was getting louder and and louder. At last, on April 17th, after a great artillery 'barrage,' the Japanese lines were completely smashed, Scottish troops went in with their bayonets, and the enemy made off as quickly as he was able to. And so the siege of Kohima came to an end.

But it was the end not only of the siege of Kohima ; it was the end of Kohima itself. For when, after a short rest, the Scottish troops had a look round the little red-roofed town, they saw nothing but death and destruction—burned-out trees, damaged buildings, dead and wounded men on all sides.

C : *Unable* = *not able*. *Unequal* = *not equal*.
The opposites of some adjectives are formed by putting *un-* in front of them.

A1 : When do we say that an army is surrounded or encircled ?
2 : When do we say that a town is under siege ?
3 : Which was Japan's first great defeat of the war in Middle Burma ?
4 : Whom did the small British, Gurkha and Indian garrison keep off ?
5 : How long did it keep the Japanese off ?
6 : By whom were the Japanese turned back ?
7 : Why was it an unequal fight ?

B1 : When were the first shots fired ?
2 : What did the Japanese do on April 3rd ?
3 : For how long was the town attacked ?
4 : What was it attacked with ?
5 : Were there a great number of deaths among the attackers ?
6 : Were there a great number of deaths among the attacked ?
7 : Were the hills to the west of the town all given up at the same time ?

C1 : When did the position of the garrison become still worse ?
2 : By whom was the road cut ?
3 : How did the defenders get their supplies ?
4 : Why weren't there enough medicines ?
5 : How were the doctors working ?
6 : Why was it not much use ?
7 : Why were the unhappy garrison unable to get any rest ?

D1 : Why were things not as bad as they seemed ?
2 : When were the Japanese lines completely smashed ?
3 : What troops went in with their bayonets ?
4 : What did the enemy do ?
5 : What did the Scottish troops see when they had a look round ?

P1 : Is (cricket) an interesting or an uninteresting game ?
S : Cricket : tennis, etc.

2 : He gave (the dog a blow). Was that a kind or an unkind act ?

S : The dog a blow : the dog a kick, the dog's tail a twist.

3 : He gave an old woman help in getting (across a road)—was that a kind or an unkind act ?

S : Across a road : into a bus, out of a bus, etc.

4 : When do you say that (a place) is unhealthy ?

S : A place : a town, a house, your food.

5 : Is it safe or unsafe to be (on a road) when there is an air-raid ?

S : On a road : in a field, in a trench, in a building, in a shelter.

6 : Is it wise or unwise to have (fish) when you have a pain in the stomach ?

S : Fish : meat, food, fruit.

M1 : He Was Pleased

KHAN : How are your group discussions going ?

SAMI : They are going very well. The platoon commander is very pleased with the discussions. He said that our group was one of the best he had ever seen.

2 : Has Not Been Brushed

DAS : Your hair isn't brushed . . . Haven't you a hair-brush ?

SEN : I have. But I got up so late that I hadn't time.

3 : You Will Be Laughed At

MENON : You are not going to put on those trousers, Sami, are you ?

SAMI : Why not ?

MENON : You will be laughed at if you do... There is a hole in the seat. Haven't you seen it ?

SAMI : No, I haven't. Oh, dear! What a hole! I'll have to put a stitch in it.

4 : Get Them Cleaned

KHAN : Your boots are very dirty. Go and get them cleaned.

ALI : That's what I am going to do. I'm going to the canteen to get some 'polish'.

5 : Get Them Washed

MENON : Here are some very good berries... I'm going to have some.

SAMI : You're not going to have the berries without washing them ?

MENON : Why not ?

SAMI : It's not safe. Get them washed first. Take them to the cook-house.

MENON : All right.

6 : A Coloured Pencil

A : Is this a coloured pencil ?

B : Yes, it is a coloured pencil.

A : Is it a blue pencil, a red pencil or a green pencil ?

B : It's a red pencil.

7 : Wounded Soldiers

A : Where are wounded soldiers taken care of ?

B : Wounded soldiers are taken care of in a hospital.

A : Are there any wounded soldiers in this room ?

B : (No), there (are no) wounded soldiers in this room.

8 : How Is 'Unwise' Formed ?

A : What word is the opposite of wise ?

B : *Unwise* is the opposite of *wise.*

A : How is the word *unwise* formed from the word *wise* ?

B : By putting *un-* in front of *wise.*

A : What other word is the opposite of *wise* ?

B : *Foolish* is the opposite of *wise.*

A : How is an unwise act different from a foolish act ?

B : An unwise act is a little less foolish than a foolish act.

S : *Give these statements the opposite sense by putting ' un- ' before the right words :*

1. I was happy when I was at school.

   ....

2. He was healthy when he was young.

   ....

3. We have a number of trained recruits here.

   ....

4. We were safe under the tree.

   ....

5. The women are interesting.

   ....

6. He is locking the door.

   ....

7. I am buttoning my coat.

   ....

8. Things in the village are changed.

   ....

9. The food was cooked.

   ....

Unit 148

If I had . . . I would be . . .



A. Years back, in a little village on the edge of a river in North India, there was living a fisherman named Hari. He was married to a woman named Kasi. They were very poor. Every day, before sun-up, the fisherman went to the river with his net, got whatever fish he was able to and then took the fish to market. But he was never able to get more than five or six annas for his fish. And this was all the money he had for his food and clothing.

Kasi was young and beautiful and very unhappy in Hari's dirty little house. "If only I had some ornaments I would be happy," she would keep saying to her friends.

B. One day Hari went down to the river very late. By the time he got to the place where he did his fishing the sun had come up. "There will be no fish to-day," he said to himself, letting the nets down into the river. "If I don't take any money home with me Kasi will be very angry again."

After a short time he made an attempt to get the net out of the river. But he was unable to get it out. "Maybe there is much fish in the net," he said to himself, and he gave the net a still harder pull. But when at last he got the net out of the water he saw that there was only one great fish in it. Before he was able to put his hand on it the fish said, "Please don't take me. I am not a fish; I am one of the gods." The words of the fish put fear into Hari's heart, and he let it go.

C. When Hari went home that day and gave Kasi the story of his meeting with the fish-god she became very angry. "Go back to the fish-god quickly," she said, "and make a request for gold." "If only I had some ornaments I would be happy. If you go and make a request to the fish-god he will give us some gold."

Hari went back to the river and gave a loud cry, saying, "Oh fish-god, my Kasi says that if only she had ornaments she would be happy. Won't you give me some gold, so that I may have some ornaments made for her?" The fish-god came swimming up the river. "Go back to your home," he said. "Your Kasi will have her ornaments."

And so Hari went back to his house. When the door was opened he saw his Kasi happy and smiling, with ornaments all over her body. "At last you have got your ornaments," he said. "Now you will be happy." "Yes, yes," she said. "Now I will be quite happy."

D. Some days went by. But Kasi was not happier than before. "If only I had a great number of servants I would be happy," she said to Hari one day. "But where am I to get the servants from?" he said. "Why," she said, "if you go to your fish-god again and make him a request for servants he will give them to you." "All right," he said. "I will go."

And so Hari went down to the river a second time looking for the fish-god. When he got to the edge of the river he gave a loud cry, saying, "Oh fish-god! My Kasi says that if only she had servants she would be happy. Won't you give her some servants and make her happy?" On hearing the fisherman's request the fish-god came swimming up the river. "Go back to your home," he said. "Your Kasi will have ten servants."

And so Hari went back to his house. When the door was opened he saw ten servants in his house. One of the servants was washing Kasi's feet, another was brushing her hair, a third servant was folding her saris, and so on. "At last you have got your servants," he said to her. "Now you will be quite happy." "Yes, yes," was her answer. "Now I will be quite happy."

E. Some more days went by. But Kasi was not happier than before. "If only I was a maharani living in a great palace I would be very happy," she said to Hari one day. "You have gone off your head, my dear," he said to her. "If you became a maharani I would have to be a maharaja. We would be laughed at by everybody." "Why would we be laughed at?" said Kasi. Go to your fish-god straightaway. He will make me a maharani and you a maharaja." "All right," said Hari. "I will go to the fish-god and make the request."

And so Hari went down to the river a third time looking for the fish-god. When he got to the edge of the river he gave a loud cry, saying, "Oh fish-god! My Kasi says that if she was a maharani she would be very happy. Won't you make her a maharani so that she may be happy?" On hearing the fisherman's request the fish-god came swimming up the river. "Your Kasi is a very foolish person," he said. "The more she has the less happy she is. She will be happiest without any ornaments and without any servants. I will take back what I have given." So saying the fish-god went out of Hari's view.

And so Hari went sadly back to his house. When the door was opened he saw that the servants had gone and that there were no ornaments on Kasi's body. Turning to Kasi he said, "I am very pleased with what the fish-god has done. Now we will be happier than ever before." But what did Kasi say?

C: *If I had ornaments I would be happy.* This is a statement about the present. The sense is: If I had ornaments I would be happy. But I haven't any ornaments.

A1 : What was the name of the fisherman ?

2 : What was the name of the woman to whom he was married ?

3 : Where were they living ?

4 : Were they poor or well-off ?

5 : Where did the fisherman go every day ?

6 : What did he do with the fish ?

7 : How much money was he able to get for his fish ?

8 : Why was Kasi unhappy ?

9 : What would she keep saying to her friends ?

B1 : One day Hari went down to the river very late... What did he say to himself when he let the nets down into the river ?

2 : Who would be angry if he did not take any money home ?

3 : What did he do after a short time ?

4 : Was he able to get the net out ?

5 : What did he say to himself ?

6 : What did he see when he got the net out of the water ?

7 : What did the fish say ?

8 : Why did he let the fish go ?

C1 : What did Kasi do when Hari gave her the story ?

2 : What did she say ?

3 : Where did Hari go ?

4 : What did he say ?

5 : What did the fish-god do ?

6 : What did the fish-god say ?

7 : Where did Hari go ?

8 : What did he see when the door was opened ?

9 : What did he say to her ?

10 : What did she say to him ?

D1 : Was Kasi happier than before ?

2 : What did she say to Hari one day ?

3 : What did Hari say ?

4 : Where did Hari go ?

5 : For whom was he looking ?

6 : What did he say ?

7 : What did the fish-god do on hearing the request ?

8 : What did he say ?

9 : Where did Hari go ?

10 : What did he see when the door was opened ?

11 : What was one servant doing ?

12 : What was the second servant doing ?

13 : What was the third servant doing ?

14 : What did he say to Kasi ?

15 : What did Kasi say to him ?

E1 : Was Kasi happier than before ?

2 : What did she say to Hari one day ?

3 : What did he say to her ?

4 : What was her answer to that ?

5 : Where did Hari go ?

6 : What did he say when he got to the edge of the river ?

7 : What did the fish-god do on hearing the request ?

8 : What did he say ?

9 : Where did Hari go ?

10 : What did he see when the door was opened ?

11 : What did he say to Kasi ?

P1 : If you send a (letter) to your father today when will he get it ?

S : Letter : post-card, wire, telegram, parcel, message, etc.

2 : If you do well in your (English) test you may get promotion.

S : English : Urdu, signalling, map-reading, etc.

(N : In P2-8 the learners are to make statements of the same sort.)

3 : If you do not keep your (rifle) clean the sergeant will be angry.

S : Rifle : boots, the buttons of your uniform.

4 : If you do not get up early you will be late for (parade).

S : Parade : P.T., etc.

5 : If we had no (eyes) we would not be able to (see).

S : Eyes, see : hands, do things ; tongues, say things.

6 : If we had better (ploughs) we would be able to get more produce from the land.

S : Ploughs : seeds, fertilizers.

7 : If I had (two) hundred rupees I would (get a radio set).

S : Get a radio set : make a house for myself, etc.

8 : If I had much (money) I would be very happy.

S : Money : gold, land, a great number of sons and daughters, etc.

S : *Put the right words in the spaces :*

1. If you do not do hard work you.................. not get your certificate.
2. If you give me your stick I..................give you my torch.
3. If you say that again I..................give you a blow.
4. If I..................ten rupees I..................get a shawl. But I haven't ten rupees.
5. If I..................a daughter I..................send her to school. But I haven't a daughter.

Unit 149

If I had . . . I would (not) have . . .



149

A. Years back there was a sowcar in a village in the east of India who got a living by taking the village produce to the market in the nearest town and getting money for it. The town was six miles from the village. Every Saturday, after his morning meal, the sowcar would get out his horse and cart, put the bags of wheat in the cart, take the wheat to the town, take in the money for the wheat and get back to the village before it was dark.

B. One Saturday the sowcar got a very good price for his wheat in the bazaar and made much money. When the time came for him to go back he went to get his horse and cart. On the way he came across a number of friends who said how happy they were to see that the sowcar had got a good price for his wheat. "Yes," said the sowcar smiling. "It is not every day that one is able to make as much money as I have done today." "It is only four o'clock," said one of his friends. "Why not have a drink together and a game of cards?" "No, no," said the sowcar. "I have to get back before it is dark. There are a great number of 'dakus' on the way. The roads will be unsafe after dark." "But it is only four o'clock," said another of his friends. "We will let you go well before dark." "All right," said the sowcar. "But only for an hour."

C. And so they went to one of the best cafes in the town. There they had quite a number of drinks and there were some songs and dancing. When at last the sowcar took out his watch he saw that it was past six. He quickly got up, said good-bye to his friends and went out to get his cart ready. He was in the act of getting on the cart when the boy who was looking after the horse said, "A nail in one of the horse-shoes has come out, sir. The horse has a long way to go; it would be safer to have a nail put in." "It is getting late," said the sowcar. "I have no time to have the nail put in. After all it is only a nail. The horse will be able to do without it. There is no danger."

D. So saying the sowcar got on the cart and gave the horse a blow with his whip. The horse gave a pull and off they went at a run. An hour later the sowcar came to a cafe. Here he got off his cart and had another drink and a short rest. While he was drinking and talking the owner of the cafe, who was looking at the horse's feet, said, "Look! The horse is without a shoe. You have a long way to go; wouldn't it be wise to have a shoe put on?" "No, no," said the sowcar. "It is getting dark and I have no time to have the shoe put on. After all it is only a shoe. The horse will be able to do without it. There is no danger." So saying he gave the horse a blow with his whip. The horse gave a pull and off they went at a run.

E. After some time it seemed to the sowcar that the horse was going more and more slowly, and though he gave the horse blow after blow with his whip he was unable to make it go any more quickly. "Is anything wrong with its leg?" he said to himself. "Is it in pain?" That same minute, as if in answer to his question, the horse's leg gave way and down it came on the road, turning over the cart and the sowcar with it. The sowcar gave a sharp cry of pain. One of his hands had been badly cut in the fall. But after a minute or two he got up and went to see to his horse. He made an attempt to get the horse up on its feet but he was unable to do so. It was now quite clear to the sowcar that the horse was badly wounded and that it would be unable to go on. "What am I to do now?" he said to himself, looking round. "How am I to get home? Who will give me help?"

F. "Give us your money or we will put you to death," said a voice from somewhere. And before the sowcar had time to see where the voice came from two fully armed men came down on him with a jump. One of the men then took him by the throat while the other had a look through his pockets for the money. The sowcar was so tired that he was unable to put up a fight.

G. After the dakus had gone off with his money the sowcar took his seat on a stone by the side of the road and said to himself sadly, "And all because of a drink. If I had not gone drinking I would have put a nail in. If I had put a nail in, the shoe would not have come off. If the shoe had not come off the horse's leg would not have given way. If the horse's leg had not given way I would have got home before dark. If I had got home before dark I would have kept my money. Now the dakus have taken all my money, and all because of a drink."

C : *If I had put a nail in the shoe would not have come off.* This is a statement about the past. The sense is : I did not put the nail in and so the shoe came off.

A1 : How did the sowcar of the story get a living?

2 : How far was the town from the village?

3 : What would the sowcar do every Saturday after his morning meal?

B1 : How much money did the sowcar make one Saturday ?

2 : What did he do when it was time for him to go ?

3 : Who did he come across on his way ?

4 : What did they say ?

5 : What did the sowcar say ?

6 : What did one of his friends say ?

7 : What was the sowcar's answer ?

8 : What did another of his friends say ?

9 : What was the sowcar's answer ?

C1 : Where did they go ?

2 : What did they do at the cafe ?

3 : When did the sowcar get up to go ?

4 : Where did he go ?

5 : What did the boy say when the sowcar was in the act of getting on the cart ?

6 : What was the sowcar's answer ?

D1 : What did the sowcar do then ?

2 : Why did the sowcar make another stop ?

3 : What did the owner of the cafe say ?

4 : What was the sowcar's answer ?

E1 : How did the horse go after some time ?

2 : Why did the horse go more and more slowly ?

3 : Was the sowcar able to make it go more quickly ?

4 : What did he say to himself ?

5 : What took place at that same minute ?

6 : What did the sowcar do ?

7 : Was the sowcar wounded ?

8 : What did he do ?

9 : Why was he unable to make the horse get up on its feet ?

10 : What did the sowcar say to himself ?

F1 : Was there an answer to his question ?

2 : Where did the answer come from ?

3 : What did the two men do ?

4 : Why was the sowcar unable to put up a fight ?

G1 : Would the sowcar have put a nail in if he had not gone drinking ?

2 : Would the shoe have come off if the sowcar had put a nail in ?

3 : Would the horse's leg have given way if the sowcar had put the shoe on ?

4 : Would the sowcar have got home before dark if the horse's leg had not given way ?

5 : Would the sowcar have kept his money if he had got home before dark ?

P1 : Why didn't you come to me? If you had come to me I would have given you a (writing-book).

S : Writing-book : pencil, pen, rubber, foot-rule, blanket, sheet, bag, torch, etc.

N : (Learners are to make statements of the same sort.)

2 : I did not go to the station early enough. If I had gone to the station earlier I would have got the (train).

S : Train : bus, etc.

3 : You did not get the (pen) from the canteen. If you had got the (pen) from the canteen you would have got it at a lower price.

S : Pen : blades, etc.

4 : You did not give the (money) to me. If you had given the money to me I would have kept it safe.

S : Money : ornaments, watch, gold, etc.

5 : We did not have enough (ammunition). If we had had more ammunition we would have taken the town.

S : Ammunition : men, tanks, airplanes, machine-guns.

6 : He did not go to a doctor for inoculation. If he had gone to a doctor he would not have got (typhoid).

S : Typhoid : cholera, small-pox, dysentery, etc.

S : A. *There are two sorts of statements here: (1) statements about the present and (2) statements about the past. Put the statements in their right division by writing (1) or (2) after them.*

1. If he had a son he would make him a doctor ....
2. If he had had a son he would have made him a doctor ....
3. If he had money he would give it to me ....
4. If he had had money he would have given it to me ....
5. If I had a rifle I would put him to death ....
6. If I had had a rifle I would have put him to death ....
7. If you had gone to the sergeant he would have given you leave ....
8. If you had done your work he would not have given you a punishment ....
9. If I was you I would go wherever they sent me ....
10. If we had come at ten we would have been late ....

Unit 150

knowledge, language, sense



150

You have now come to the end of your second English book. You have got through the second stage of English-learning. If you have done your learning-work with interest, care and attention, you will now be in a position to make good use of your English in talking or writing to Englishmen. And not only to Englishmen but to all those others—Punjabis, Bengalis, Madrasis—whose language may be different from yours. If they have the same knowledge of English as you have it will be a great help to all of you in working together and making friends with one another.

But so far you have only done enough work to get your *Second* Class English Certificate ; you are still not in a position to make *complete* use of English for talking and writing.

After you have got your *Second* Class English Certificate there will be another book like this one—Book 3—and another examination, for the *First* Class English Certificate. When you have done your *Third* Book, for your *First* Class Certificate, you will be able to do *all* your talking and writing in English.

Basic English

You will be able to do this because you are learning only those words in the English language which are of the greatest use to you as learners. The number of these words is only 850. These are the Basic words of the English language. From Book 1 you got a knowledge of the use of about 275 Basic words. From Book 2 you have got a knowledge of the use of 325 more Basic words—600 in all. From Book 3 you will get a knowledge of the use of the other 250 Basic words. Your knowledge of the Basic words will then be complete. These are the words which are of most use to you as learners. In most other places where a knowledge of English is given, much time is wasted in learning the use of words which are of little or no use to learners.

Everyday Things

What have we been talking about in the two Books which you have gone through ? We have been talking mostly about the sort of food and drink which you have, the sort of clothing which you put on, the sort of things which you do every day from reveille to lights out, such as parade and P.T., the sort of games which are played after tea, the sort of places you are living in, the sort of training which you are given, the sort of weapons which are used, and so on. We have been talking about these everyday things because these are the things in which you are most interested.

More Knowledge

You have not only been learning English ; you have been getting more knowledge—knowledge about plants and trees, knowledge about farming in other lands, knowledge about the earth, the sun, the moon and the stars. Book 3 will give you more knowledge of this sort. And when the three books are completed you will be given a number of other interesting little books in which only the Basic 850 words are used, so there will be no new words to make the reading hard for you. You will be able to go through them as quickly and smoothly as an Englishman.

Wider English

But there are more than 850 words in the English language. There are thousands and thousands more, and a great number of these are used in the books which are produced for English readers. What about these words ? To get a knowledge of these you will have to go on to Book 4, which takes the learner on from Basic to the wider sort of English which is used in the Special Army Certificate of Education. But the learning of the new words in Book 4 is not hard and will not take very long, because the sense of every one of them is made clear with the help of the 850 words of Basic English. Let us say that in reading the Wider English book you come to the word *lot*. Have a look at it. It's a new word for you. It has only three letters. All the letters are old friends. You are able to make out the *sound* of the word, but it has no *sense* for you. But by the side of this word you will see, 'lot : a great number of'. The senses of the words *great*, *number* and *of* are quite clear to you, and so with their help you will be able to get the sense of the new word *lot*. That is how you will get a knowledge of the senses of all the other new words. Your knowledge of the Basic words will be a sort of key to the senses of all the other words in the English language.

A Different War

What use are you going to make of your knowledge of the English language and of all these other things when the war is at an end and you are back in your homes ? Have you ever put this question to yourselves ? If you do not make good use of your knowledge your time in the Army will have been a waste. Some of you have been in England, France and Germany. You have more knowledge than your brothers and sisters in the villages. You have a duty to them. When you go back to your villages, you will have to make an attempt to give the villagers some of the knowledge which you got while you were in the Army. It will be a different sort of war in which you will be fighting—a war to make your villages cleaner, healthier, brighter and happier. And in this war your knowledge of English may be a great help.

Seatwork (Units 143-150)

A. *Put a line under those words which will take the '-ed' ending:*

1. What is the use of gold?
2. Is there a lock on your kit-bag?
3. Do you take an interest in hockey?
4. There was no damage to the building.
5. Have you given him an order to go?
6. There is a change in the weather.
7. Did they put any questions to him?
8. Have they got the dust off my shelf?
9. My time in the Army was not a waste.
10. They have done the ploughing.

B. *Put these statements differently by using the '-ed' form of the words in sloping print:*

1. My brother gives me *help*.
2. They have *support* from their air force.
3. They are *crushing* the fruit between two stones.
4. They are *washing* the floor with soap and water.
5. He will put the trousers on the shelf after *folding* them.
6. She is on a *seat* near the stage.
7. He put the pictures on card-board with *paste*.
8. Was there a *stamp* on the letter?
9. The work was made *complete* before night.
10. The shelves were put on the wall with *nails*.
11. The fifth brigade is *joining* us tomorrow.
12. Black *paint* will be put on the tops of buses.
13. A *copy* of the map of the battle-field has been made.
14. Has poison gas been made *use* of in this war?
15. Put *oil* on the machine.
16. Put a *lock* on the door.
17. Get the *dust* off the cupboard.
18. Give him a *training* in signalling.
19. Make a *change* in the name.
20. Has the carburettor been given a *test*?

C. *Put these statements differently by using the '-ed' form of the words in brackets:*

1. The seeds were put in yesterday. (plant)
2. Put a match to the fire. (light)
3. They make the water warm in great vessels. (heat)
4. The bicycle was completely broken. (smash)
5. Keep an eye on that man. (watch)
6. Bombs came down from the sky. (drop)
7. They will make sport of you. (laugh)
8. The troops from the south made the Japanese go away. (turn)
9. The troops took up their position south of the river. (move)
10. Ram Singh was to get news about the enemy. (order)
11. My friend was put in the first division. (place)
12. Put a different man on guard duty today. (change)
13. Cricket is a summer game. (play)
14. He was in the uniform of a field marshal. (dress)
15. A *dawakhana* will be put up in this village this year. (open)

D. *Put these statements differently by using a simple noun form in place of the '-ed' forms in sloping print:*

1. We were *attacked* by the Japanese at the foot of the hill.
   E.g.: The Japanese made an attack on us, etc.
2. Looking at the table with more care I saw that it was *cracked*.
3. Mules are *used* to send supplies.
4. The *wounded* men were taken in an ambulance.
5. Has the cow been *milked*?
6. His hair was not *brushed*.
7. Here is a *pointed* stick.
8. The man was *pushed* into the river.

9. The sky is very *clouded.*

....

10. A sheep is a *horned* animal.

....

E. *Put a line under those words which may take 'un-' before them :*

1. The sky is clear.
2. Some of the parts were broken.
3. They were ready for the attack.
4. This hotel is for married persons only.
5. They were a group of very happy men.
6. That is a healthy place.
7. She is covering the picture.
8. Are you dressing ?
9. His shirt was buttoned.
10. The man was wounded when I saw him.
11. The coal was burned.
12. Here are the marked papers.
13. We were fighting armed men.
14. Have you any used covers ?

F. *Give these statements the opposite sense by putting 'un'-before the right word :*

1. The town is safe for women.

....

2. What he did was a kind act.

....

3. That will make the two sides equal.

....

4. If he did that he was very wise.

....

5. He was folding the cloth.

....

6. Villagers' ways are changing.

....

7. Most of the streets are lighted.

....

8. The railway station was damaged.

....

9. The walls of the buildings were washed.

....

10. All the stamped cloth was taken away.

....

11. Only trained recruits are living in these quarters.

....

12. We were walking under a clouded sky.

....

G. *Put the right form of the words given in the brackets in the spaces :*

1. If I....................fever I....................a doctor. But I haven't fever. (have, see)
2. If I....................fever, I....................a doctor. But I did not have fever. (have, see)
3. If I....................an interest in sports I....................to see the Regimental Sports. But I haven't an interest in sports. (have, go)
4. If I....................an interest in sports I....................to see the Regimental Sports. But I hadn't an interest in sports. (have, go)
5. If I....................the man he....................you leave. But I did not see the man. (see, give)
6. If I....................the marking you....................the examination. But I did not do the marking. (do, get through)
7. If you put the seeds in today the plants....................up in a week's time. (come)
8. If my sister puts on a W.A.C.(I)'s uniform she ....like a man. (seem)
9. If you take part in the running competition you .... first. (come)

H. *Put a line through the wrong word or words in the brackets :*

1. If my shirt (was, had been) dirty I (would send, would have sent) it to the wash. But it is not dirty.
2. If my shirt (was, had been) dirty I (would send, would have sent) it to the wash. But it was not dirty.
3. If the man (was, had been) angry he (would give, would have given) me a punishment. But the man is not angry.
4. If the man (was, had been) angry he (would give, would have given) me a punishment. But the man was not angry.
5. If it (was, had been) a safe bank I (would put, would have put) my money in it. But it is not a safe bank.
6. If it (was, had been) a safe bank I (would put, would have put) my money in it. But it was not a safe bank.

I. *Put the errors in these statements right :*

1. If you get me a hammer I put the nail in.

....

2. If you give me one blow I give you two.

....

3. If I had a spade I would have done some gardening. But I haven't a spade.

....

4. If I had more money I would have taken you to the circus. But I haven't.

....

5. If I had a car we might have gone for a picnic. But I hadn't a car.

....

6. If we had bathing dresses we might have had a swim. But we hadn't bathing dresses.

....

NEW WORDS IN ABC ORDER

Black print is used for the number of the first page on which a new word comes in. *Sloping print* is used for different forms of words or special uses.

MILITARY VOCABULARY

[*N.B.*—This is a list of military terms used fairly freely in this book. Most of them will be familiar to the average Indian soldier, whether he has learnt English or not. Those which are already in the Basic list, or are legitimate derivatives, are in italics.]

Buildings, etc.

aerodrome
background
barracks, (b.-room)
butt
canteen
club
cook-house
depot
foreground
guard-room
hangar
information (room)
jungle
lavatory
magazine
mess
M. I. room
parade-ground
quarters, (married q.)
room (orderly, recreation)
runway
shooting-range
store (pioneers', Q.M.'s)
training centre
wash-house

Discipline

bounds (in, out of)
duty
leave
medal
obedience

Equipment

bandage
belt, (Sam Browne)
blanket
bugle
dubbin
equipment, (set of e.)
gaiters
gas-mask
haversack
helmet
house-wife
khaki
kit-(bag, box, small k.)
knapsack
tint
mess-tin
mosquito-(m.-net)
mufti
mug
planter
pole
pouch
pugree
pull-through
puttee
rations, (emergency r.)
respirator
rifle
sack
sheet, (ground-s.)
supplies
tent
topee
torch
towel
turban
uniform
water-bottle

Occupations

batman
barber
civilian
contractor
crew (tank)
nurse
pilot
sapper
scout
sentry
signaller
soldier
wireless-operator

Operations

action
advance
battle, (b.-dress)
black-out
barrage
camp
convoy
defeat
defence
encircled
enemy
fox-hole
garrison
machine-gun post
message
offence
raid
reconnaissance
siege
siren
surrounded

Organization

Air Force
battalion
brigade
commander
commanding officer
company
division
headquarters
Navy
platoon
regiment
section

Ranks

captain
colonel, (Lt.-C.)
corporal
havildar
jemadar
lance-naik
lieutenant
major, (subedar-m.)
N.C.O.
naik
rank
recruit
sepoy
sergeant

Routine, training, etc.

begin
certificate
drill
double march
examination
fatigue
guard, (g.-duty)
halt
inspection
instruction
lights out
P.T.
parade
practice
promotion
regimental sports
reveille
roll-call
score
shooting
shot
target
tug-of-war

Transport

armoured car
camel
jeep
lorry
mule
railway warrant
truck
vehicle

Weapons

ammunition
anti-(aircraft gun, tank gun)
artillery
balloon
barrage, (balloon b.)
barrel
battery
bayonet
bomb, (rocket b.)
bren-gun
bullet
cannon
gun, (lewis g., *machine g.*)
hand-grenade
kukri
mortar fire
shell
sword
tank
tommy gun
weapon

OTHER NON-BASIC WORDS

[*N.B.*—This is another list of non-Basic words which, though not strictly military or technical, have been used in this book either because they are bound up with the soldier's life, as a soldier, citizen and individual, or because they are useful aids to teaching a particular point. Most of them will already be familiar to the average soldier.]

Amusements, etc.

cigar
cigarette
cinema
circus
fair
feast
film
merry-go-round
party
picnic
theatre

Animals, etc.

bear
bullock
camel
elephant
leopard
lion
tiger
trunk

Buildings

cafe
factory
mosque
pagoda
palace
temple

Dress

blouse
cap
handkerchief
shawl

Diseases, etc.

cholera
dysentery
fever
inoculation
malaria
medicine
quinine, (q.-pill)
small-pox
temperature
thermometer
typhoid
vaccination

Food, etc.

beer
beef
biscuit
cocoa
coffee
mango
pudding
salad
sandwich
tea
wheat

Miscellaneous

bee-hive
chit
class
dozen
fish-god
good-luck
gunny
home
lightning
mathematics
pair
pay
punch
rickshaw
shave
sorry
thank you
thief

Occupations

boxer
laundry, (l. man)
tailor

Trees, Plants, etc.

banyan
cabbage
cauliflower
cocoanut
mulberry
sal
stump
teak
turnip
vegetable
wheat

Transport

bus
bicycle
car
carburettor
puncture
tram
tyre

Village Uplift

acre
charcoal
co-operative bank
cow-dung
dairy
dung-cake
fertilizer
hay-box
individual farming
nitrate
phosphate
pond
seed-agent
tractor
village
well

VERNACULAR WORDS

Buildings, etc.

bazaar
gurudwara
mandir

Dress

dhoti
sari

Food, etc.

bajri
chapatis
halva
laddu
pan

Miscellaneous

adab arz hai
bidi
boosa
chabbi
hookah
namaskar
pagar
salam alekum
shahbash
tonga

Occupations

bania
dhobi
sadhu